

PLACING THE BLIND
AND VISUALLY HANDICAPPED
IN
PROFESSIONAL OCCUPATIONS



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PLACING the BLIND and VISUALLY HANDICAPPED IN PROFESSIONAL OCCUPATIONS

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FOREWORD

The Office of Vocational Rehabilitation is proud to have been associated with the making of this book, and I welcome the opportunity to say a word commending it to the reader.

For success in any professional field there is, of course, no substitute for mastery of the area of competence professed, whether it be law, medicine, baseball, acting, journalism or any other discipline mastered to the point where the term professional causes no one to smile. Real love of one's specialty, and ultimately one's chosen field in it, helps too.

To achieve the right opportunity in life sometimes takes more than good training and a willingness to work. It is a great help to be in the way of things, to move into view, to catch the right eye at the right time. Indeed, this interaction from eye to brain to feet has much to do with the making of careers. The young professional who cannot see must then be aware of this, and be assisted in "catching the right eye at the right time."

Few people know how carefully the blind person seeking a professional opportunity must pick his way between the normal amount of showmanship common to all such situations and the encouragement of some extraordinary image which encourages the public to feed its appetite for wonder. This penalizes the showman by putting him into a class apart.

We see a great deal of evidence that many young blind men and women are doing all and more than can be expected in plain dealing with the world. We want to do everything possible to give them help which will not burden them, leaving them to their own devices when these devices seem adequate, but not presuming that their ingenuity is all they need to make up for the work of the human eye. Sensible national customs and public habits will ultimately give us balance in these matters. I believe the principles and facts set forth in this book are a valuable means toward this end. I hope it will be used fully by all those responsible for planning and directing programs for blind people in our State agencies, and indeed in all agencies, in a position to help encourage talented blind men and women to choose wisely their life work.

MARY E. SWITZER

Director

Office of Vocational Rehabilitation

Chapter 1

INTRODUCTION

Over the past two decades employment opportunities for the blind have been developed in American industry, agriculture and business at a rate well beyond the expectation of those who pioneered the early stages of vocational rehabilitation for the blind, yet there remained one area of employment which had been virtually disregarded by state agencies, private agencies and others serving blind persons; namely, the opportunities existing in professional occupations.

The Office of Vocational Rehabilitation, Services for the Blind, Department of Health, Education, and Welfare, recognized this need for study and approved two grants to the Pennsylvania Office for the Blind, Department of Public Welfare. The first was to pull together individuals who might have had some knowledge of the problem, and some experience in trying to develop a sound program, for the purpose of designing a piece of research on a nation-wide basis. The second grant in the amount of \$45,000 was given to the Office for the Blind as a result of this design for research and it encompassed three objectives:

1. The first step was to search out blind and visually handicapped persons who were successful in professional occupations. As a result of this preliminary investigation a bank of eight hundred names was developed. Although crude, the criterion was simply that these blind and visually handicapped persons achieved the same financial success and the same recognition in their professions that a sighted person might have been expected to achieve if he practiced that profession for the same number of years.

2. The second step in the research was hopefully to interview a minimum of two hundred persons covering a variety of professional areas. This phase was undertaken by the Personnel Research Center of Philadelphia under a subcontract and the opportunity to interview went far beyond expectations with the result that nearly five hundred of these persons were interviewed personally, the material taped on sight and subsequently transcribed; thus, the project had a first hand knowledge of how blind persons function in fourteen distinct professional occupations, running the gamut from the practice of law, with all of its ramifications, to active and competitive participation in journalism, radio, television, and the theater, etc.

Here we learned something of the problems which had to be resolved in each of the areas, we learned something of the variety of solutions, and from the materials we have been able to draw a psychological portrait of the type of blind person who has been successful in each of these fields.

3. The third phase of the research embodied the development and presentation of a teachable body of knowledge on the techniques of placing blind persons in professional occupations. This was designed for persons employed in state rehabilitation agencies serving the blind. Between May 22 and June 2, 1961, the first course of its type was offered by the Office for the Blind at the Abraham Lincoln Hotel, Reading, Pennsylvania, with sixteen states represented, ranging from Massachusetts in the New England states, to the Southwest, including Louisiana and Texas. Each professional area of employment was covered during these sessions, together with other vital information necessary to perform the job. At the close of the sessions each participant was given a volume in rough draft, embracing the findings of the research.

At the request of, and with the support of, the Federal Office of Vocational Rehabilitation, Department of Health, Education and Welfare, a subsequent grant has enabled the production of this volume. It is hoped that it will furnish useful information to the personnel of State Rehabilitation Agencies, to the schools responsible for educating blind and visually handicapped children, and to the students themselves, in selecting and preparing for a professional occupation when this seems the reasonable employment objective. The next four chapters present general material coming out of the interviews and out of the presentations of specialists who took part in the program at Reading. The fourteen chapters which make up Section II give detailed information on the professions. This volume should be considered the initial step in the development of an ever increasing fund of knowledge in providing service to visually impaired persons.

Section I

FOUNDATIONS OF PROFESSIONAL WORK

Chapter 2

THE NORMAL PERSONALITY

The novelist, Helen Hull, has said that a lifetime is not too long to learn one's way around another human heart. Unfortunately, the counselor cannot afford the luxury of anything like a lifetime. Prodded by his client's need—and at times by agency statistics—he must make some sense out of the mass of details which may be handed to him with a new referral, determine what additional information he needs, relate all this to a plan, and get action on that plan within a very short time.

It is much easier to do this if he has some frame of reference around which to organize his thinking about each client. Such a frame of reference may be found in what John Roberts calls the structure of the normal personality.

The Normal Personality

Why the “normal personality”? This is a standard, an average, around which individuals vary, an average which psychologists define with tests but which exists at least roughly in the minds of teachers, counselors, and the general public. To illustrate, it is really not important whether the top of your head is 5 feet 2 inches from the floor or 6 feet 2 inches from the floor. What is important is how much shorter or taller the individual is than the average. It is not the distance from your feet to the top of your head, but the distance from the top of your head to the top of somebody else's head that makes you tall or short.

Often psychologists include in their reports a graphic portrayal of test results called a profile. This profile shows, by the length of lines drawn for each test result, the relative strengths and weaknesses of the individual examined. Many psychologists draw these lines from the middle, to the right if the score is above average, to the left when the score falls below average; as in the case of height, the important question is what traits rate below average and how much below, what traits are better than average and how much better.

Normality, thus defined by simple observation, or by tests, reflects the person at a given moment. It is a kind of cross section of the person, of the client, as he now is.

But what made him this way? In many cases, predictions of this client's future, of how hard he will work and of what will motivate him—and of what will disturb him—can best be made on the basis of a thorough understanding of the factors which made this person, this client, what he is on the day he is observed or tested.

This is where the counselor needs a way to structure the client's history, a way to organize whatever facts are available, in order to relate them to predictions of, and recommendations for, the future. The counselor may also find this structure useful in helping his client to think through a rehabilitation program.

Roberts's concept of the normal personality developed from a study of the traits associated with successful leadership. As the results of this investigation unfolded, it became clear that leadership was not necessarily the result of unique traits, but rather of the proper balance of the normal forces and circumstances surrounding the individual through the formative years. To demonstrate the principal components involved in the development of the normal personality, a concrete structure was devised, a series of blocks, which in the counseling process are built, one by one, above the base as the steps in development are discussed. The completed structure is shown in Illustration I.

Quite by accident, we discovered that this structure could be a very useful counseling tool, since it allows the counselor to discuss the various elements in the personality, and their interrelationship, in a very impersonal way, while the counselee feels free to ask questions, not as if these were about himself but as if they were about the blocks. It is far easier to discuss deviations from normality, or to question the effects of unfavorable influences, when these seem to relate to a hypothetical third person. Yet, as a rule, a counselee will show greater interest in the areas related to his own particular developmental problems, and often the sensitive counselor will learn, from the quickening interest and from the questions asked, much more about the beginnings of present difficulties than direct questions would have disclosed.

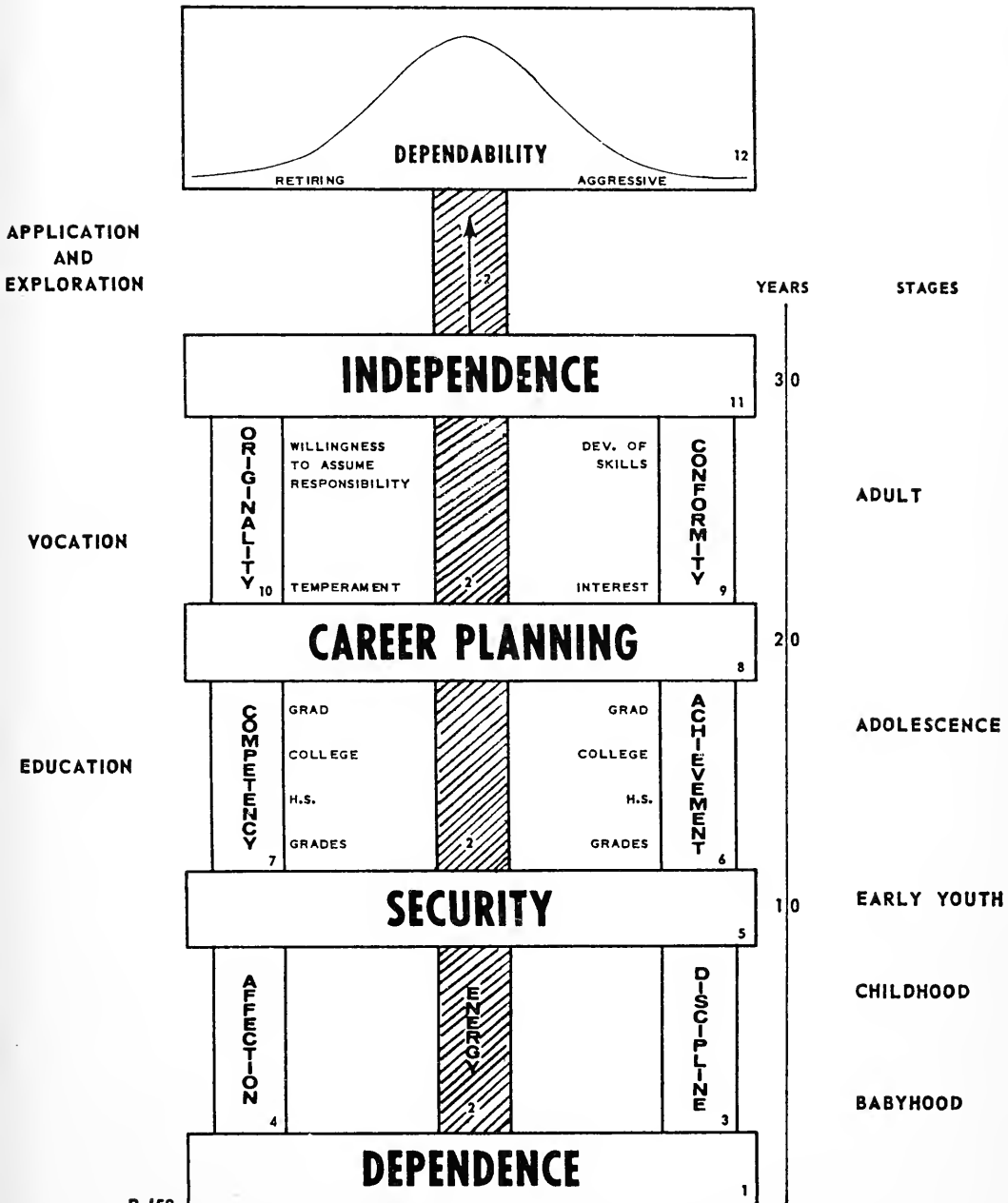
The Early Years

In working with our counselee, we usually start with the structure intact, with the blocks put together as in Illustration I. We explain that we think this will prove a useful gadget to help us develop a counseling program and a vocational plan since it permits counselor and counselee to review all the important factors in an orderly way. Then we dismantle the structure, leaving only (1), (2) and (12).

Every personality begins with dependence so this is the label on the block at the base of our structure (1). There may even be dependence upon someone to start the life process moving, for there is always an interval where, for the newborn child, life hangs in balance and we are not quite sure whether a personality will emerge. The first evidence is usually crying and a number of diffused, purposeless movements. At this point, the personality is chiefly a display of energy. All that the individual, the child, brings to this situation is aliveness, a body, a physical potential. We use the word energy to describe this and it is not only the beginning but the backbone of the structure, materially affecting all future develop-

ILLUSTRATION I

THE STRUCTURE OF THE NORMAL PERSONALITY



ment. As the individual develops, energy and motivation may be almost synonymous, success being largely a question of how much is available and how it is directed.

In the early stages, total dependence, usually upon the mother, is quite normal. However, this period should be a rather short one. One of the first deviations from the normal pattern that we may find in blind children is that the period of dependence is lengthened, in part by the child's real need but often far more by the parents' feeling that the child cannot explore and learn for himself. Too often the blind child is either not given the opportunity to learn independence, or he is absolutely forbidden to do things for himself. Indeed, how often we see blinded adults forbidden even to move about a room alone, dressed and fed, and waited upon until, although adults in chronological age, they are as dependent as babies. Their families seem to see the loss of vision as reducing this entire backbone of energy and physical power (2) to the baseline; the individual is again treated as a child. Obviously, what was normal for the infant is not normal for the adult.

For the normal child, two factors, in addition to his own health and energy, condition his development for the first few years. We might almost call this the animal stage, the period of domestication. Normal development in either the human or the animal depends largely upon a proper balance between discipline and affection, the next two blocks that we shall place upon the base of Dependence (3 and 4). Without either, it is a wild animal. With too much discipline and a marked absence of affection, we are apt to have a vicious or an utterly cowed animal; with too little discipline but much affection we shall have a badly spoiled one. This is true for the child, as well.

It is important, also, that this balance between discipline and affection be constant. We cannot expect to send a child to a military school in September, bring him home during Christmas recess, shower him with affection and presents, and then send him back to military school for another three months, and expect to have a proper balance between these two forces. Studies indicate that the normal adult has, in general, experienced a happy childhood with an absence of conflict with the mother and a healthy respect for the father. Childhood discipline should be neither too strict nor too lax, but in general excessive authority is more detrimental than over-indulgence.

For blind children, affection and discipline are often poorly balanced. How often we see over-indulgence, sometimes genuinely based on love and a sympathetically protecting attitude. Nor is this limited to the family. Teachers, especially when the child attends regular school, can be great offenders. Even worse is the indulgence which is based on guilt feelings, the parent paying for what he feels he has brought upon the child. And perhaps worst of all, there is the overt showering with attention and material things to cover emotional rejection. All of these are apt to create

problems of adjustment which may well color the whole of an individual's life and which certainly make the counselor's job more difficult.

We also see the blind child for whom there is no evident affection, perhaps completely abandoned by his family, a ward of the state, perhaps nominally part of a family but spending most of his time in a residential school without even a letter from home. Unless such a child can find in someone else a source of approval, someone for whom it is worthwhile to work, to do his best, what motivation can we hope to have toward success? The result is either an individual who never achieves enough sense of goal to organize his life successfully, or an individual whose bitterness makes him an enemy of society.

Security

No sharp line of demarcation exists between the various stages of development; one melts into the next, very much like the seasons of the year. But like the seasons, each stage has its own characteristics, each is an essential step to the next stage, and for each there is a typical and appropriate time in the life cycle. An individual can vary from "normal" in one of two ways (or, of course, in both): He can be so different in some essential developmental factor that his life is quite marked—as too much affection and too little discipline will result in a "spoiled" child. Or he may merely be slow to move through the stages, in which case we may call him immature.

For the normal child, with a proper balance of energy, affection and discipline, there is at about the age of six a stage which we might characterize by the name "Security" and when we build our structure out of blocks this is a long block which rests across both affection and discipline. Its levelness, which makes it a good foundation for the next stages, obviously depends upon the balance of the two blocks upon which it rests. By "security" we mean that this individual has some understanding of himself and his place in his world, he has some sense of standards, understands obedience. He knows what he is permitted to do—and expects punishment when, occasionally, he does not do it. He responds to training, respects the possessions of others; takes care of simple daily needs such as feeding and, at least to some extent, dressing himself, and emotionally is "secure."

The School Years

When he has reached this stage, he can be sent to school. Here a new balance is sought between the next two factors, Competency and Achievement (Blocks 6 and 7). The most outstanding human characteristic, what differentiates man from the animals, is the capacity for symbolism or symbolization. Another term for this would be intellectual competency, and a practical way to measure or demonstrate this is to indicate the

individual's capacity for formal education, grade school, high school, college, and graduate school or professional education.

By competency we mean his capacity, his native ability, to profit by education to one of these educational levels. By achievement we mean how far he actually does go up this educational scale. Competency can be measured by objective tests and a rather accurate prediction made with regard to how far a particular individual can go. To get a proper balance, the individual should achieve, should progress through school, as far as his competency will permit. This is the stated ideal of American education and correctly so, since this provides a well balanced basis for specific career planning.

However, it is well to point out that the otherwise normal person tends to achieve at the level of his intellectual capacity, regardless of formal schooling. If he has limited capacity, he may by various means earn academic credits, but not really achieve, not really understand and be able to use his so-called education. On the other hand, the person with high intellectual capacity may very well, through reading and experience, develop the concepts and gain the knowledge associated with an achievement level much higher than the last grade completed in his formal schooling. Unfortunately, many adults tend to evaluate themselves at the level of the last grade reached, not in terms of all their subsequent learning, which may make them defensive in situations where college degrees, for example, are typical. With both the over-achiever who really lacks ability, and the under-achiever who has actually learned far beyond his last school grade, it is the task of the counselor to bring his self-concept more nearly into line with reality.

What are the typical ways in which blindness affects these school years?

First, but probably least serious, blindness may delay the starting of formal education. This may be because the child really is immature, really has not gained a sense of his position and responsibility within his small society to the point where he will conform in school. This is often a result of over-protection or perhaps of affection unbalanced by discipline. In other cases, schooling is delayed because the local school does not know what to do for a blind child and recommends that he remain at home until it is legally necessary for them to accept him. Or perhaps the local school recommends a residential school and the family is unwilling to part with the child at such a tender age; they think he is not yet old enough to be away from home for most of the week.

The chief effect of this later entrance into school is later graduation and sometimes the child who enters late but is otherwise quite normal can even make up a year or two of the lost time because he really is quite mature, quite anxious to learn and can move faster than the average first grader.

For other blind children for whom no special educational arrangements are made, it may be quite difficult, if not impossible to keep up with their classes. They sit in the regular school room, picking up what they can by

listening, but they are passed from grade to grade more on age than on knowledge. These people are unlikely to become part of any counseling program for professional training since they will usually leave school about as early as it is legally permissible; they are well aware of the fact that they are getting little out of school. Fortunately, with constantly improving provisions for special education, we see fewer of these people but in our older blind clients they are frequent.

Just the opposite of this neglect is the blind child who is constantly pushed and prodded to more formal education, often beyond either the ability or the inclination of the child. This can result from a family's wishing to compensate for the child's blindness, to prove that although unable to see, this is a bright child. In the very young, great stress may be placed upon showing off memorized material; in the grade and high school years, the family drives the child to win straight "A" grades; and inevitably this individual wishes to go to college, even though obtained I.Q.'s do not warrant such a plan.

But, as was pointed out above, no individual can truly profit by education beyond his capacity. For those who memorize their way through some small college—or who are passed through the misguided kindness of teachers who would never pass a seeing person with that quality of school work—there are years of painful readjustment to the reality that they cannot produce in a professional position. And often they themselves are never convinced of this, although all who try them in employment are! These are the college "graduates" who end as stand operators or dictaphone typists or itinerant preachers—often bitter and unhappy people who feel misused, not properly appreciated, for the rest of their lives.

Happily, some of those who are prodded to intellectual achievement do have superior ability, so they go through college and graduate school rather easily and profit by what they are taught. Later in life, the most visible effect of the early emphasis on academic superiority is likely to be their tendency to show off how much they know at the slightest opportunity. If eventually they achieve real professional success they may lose this need to show off in a superficial way and prove to be both able and charming people.

We have implied that much of the pushing of blind young people comes from their families. Insofar as this is out of line with the individual's true abilities and interests, counseling must be done with the families, to help them to a correct understanding of the child or young person, to help them to appreciate the good qualities that are really there but to avoid prodding the student to demonstrate ability he does not have.

On the other hand, there is evidence that in the past some counselors have encouraged advanced education where it was not suitable largely to put off the evil day when it would be necessary to help this client into a job. Counselors, as well as clients, may be tempted to use additional education to avoid facing the grim reality of placement.

However, we would be grossly unfair if we did not also point out that many of the professional people interviewed felt that it was important to their original placement and perhaps to their continued professional success for them to have somewhat more formal education than others in similar work might have. They point out that where two job applicants have bachelor's degrees and one is blind, the seeing one is likely to get the job. But if of two applicants one is seeing but has only a bachelor's degree, while the other is blind but has a master's degree, the blind applicant is more likely to receive favorable consideration. Also, in some professions there is general agreement that a blind person could do the more advanced assignments which involve judgment, counseling, planning or supervision, but the objection is made that a blind person cannot handle the typical initial job assignments which often require reading of references, record keeping, etc. If these basic experiences can be obtained as a graduate student, the blind person can, in his first job, work at the level where no one doubts he can perform the required tasks. Our psychologists were an excellent example of this, as will be discussed in the chapter devoted to that profession.

For these reasons, it may be quite advisable for a blind person to plan what might be called over-education for getting a start in a particular profession; the important thing is that it shall not be over-education for his native capacity. For example, if both client and counselor accept, as an individual's goal, teaching at the college level, it may be very wise to plan formal education through the doctor's degree before any attempt is made to get a teaching position; but this is wise only if all the evidence of objective tests and school achievement indicates that this individual truly can function at the Ph.D. level and truly has the interests and personality for college training.

Career Planning

These statements lead naturally to discussion of the next stage in the development of the normal personality, career planning (8). When we build our structure with blocks this is represented by another long block balanced across Competency (7) and Achievement (6) and pointing out by its very position the importance of having achievement equal to competency within a given individual.

While certain aspects of the broad cultural, or preparatory, education may take place along with the beginning of vocational or professional training, a career planning program becomes absolutely necessary as the individual approaches the end of his formal education. This will appear at different age levels depending upon his intellectual capacity. For those who cannot profit by academic work even at the high school level, some vocational plan should be made as early as eighth or ninth grade so that suitable vocational school training can be obtained in the tenth, eleventh, and twelfth grades. When college is a reasonable goal, some career

planning must be done by the time a major study must be chosen. The specific career may, however, not be chosen until graduate school for some who clearly are of professional calibre.

Conformity and Originality

The task of career planning is to choose a vocational or professional area within which the client can work out a balance with the next two blocks in our structure, Conformity (9) and Originality (10).

Conformity characterizes the period during which the specific skills of a trade or profession are developed. The individual must seek the person, the organization, the graduate school, capable of giving him thorough training in the particular skills in which he wishes to be proficient. As a general rule, any skill that is worthwhile requires from six to eight thousand hours of diligent application under the guidance of a master and during this period the apprentice or student conforms to the dictates of the master. He does not criticize, since in reality he is in no position to judge until he has mastered all the "tricks of the trade"—all the skills associated with the business or profession. He must realize his own potentials and perfect his techniques before he can contribute effectively to a solution of problems. Application and hard work develop the character and confidence so necessary for the assumption of responsibility.

Originality characterizes the period after he has mastered the professional skills and is ready to work independently, to make decisions, to contribute new solutions to the problems of the profession. To do this he must be resourceful and willing to assume responsibility for his decisions and acts. Yet if he is not oriented toward some failures he is not realistic. It is his behavior when success does not crown his efforts that will indicate whether the final block, Independence (11) can be put on the structure. If he accepts responsibility for his own acts, if he is not prone to condemn others for his failures, if he is capable of trying several alternate and logical pathways, then he has reached a point where he is an independent, responsible, positive and mature adult, capable of great service to his fellow man and, if necessary, capable of taking the initiative for the direction and development of others.

Career planning is not essentially different for the blind person than for the seeing. In both cases it is necessary to seek a source of training in the chosen field but the blind person may have difficulty in being accepted in certain places where training is given or he may have difficulty in obtaining the necessary internship or in taking the boarding examinations required in some professions. If these difficulties are merely a matter of habits and attitudes on the part of those in control, it is part of the counselor's task to help change those habits and attitudes. However, if it is rather clear that blindness would, indeed, prevent the individual from eventually assuming responsibility within this profession, it would be foolish for the blind person to struggle through the years of "con-

formity" only to find that "originality" was impossible for him and therefore independence within that profession was impossible for him. The career plan is not merely choosing what school or other training an individual can get through, but also choosing in what activity he can make decisions, take responsibility, perhaps contribute something new, and therefore be able to function without leaning more on others than seeing colleagues do. The importance of independence was very often stressed by the professional persons interviewed and it was clear that much of their energy and initiative had gone into finding ways to avoid any but the most routine help in their work—usually reading of ink print material.

The "Normal Personality" in Counseling

In trying to evaluate the problems of a client, the counselor may use this concept of the normal personality, this structure, in a number of ways.

First, he can locate just where in the development pattern the client is and therefore what the next step should logically be. He may find that he does not have enough information in certain areas to know whether or not there is a balance, and particularly in those above "Security" he may seek psychological evaluation, school and work records, to fill in his information.

When he knows enough about each of the component blocks, he should have a pretty good understanding of his client, what kind of person he is, and in what direction he can move successfully and happily.

Looking again at Illustration I, we see on the right three supporting factors, (3), (6) and (9). These represent, really, three types of discipline—in the home, in the school, on the job. On the left are the forces acting against discipline, (4), (7) and (10). The first of these is really the degree of warmth in the home; the second, competency, is primarily an innate capacity; the third, originality coupled with a sense of responsibility, is governed by some innate qualities and is also the sum of all the habit patterns developed through the formative years.

If the balance is such that we have a little more affection than discipline, a little more competency than achievement, and a little more originality than conformity, the pointer at the top will be inclined more toward the aggressive and leadership side of the curve. On the other hand, if the individual is overdisciplined at home, has overachieved and is highly conformed, the pointer will be inclined toward the retiring and less aggressive side of the curve. If there is a good balance, then opportunity, interest, and the individual's concept of the role he is destined to play will determine the position of the self-concept.

The pointer indicates the actual self—the measured self. The individual's concept of himself may differ; in fact, it usually does differ somewhat from the actual self. One object of counseling is to bring this self-concept in line with the self of fact. For example, it may be necessary to help the

over-educated person to realize that he simply does not have the judgment, the insight, the initiative to make major decisions so he had better try to find satisfaction in being a dictaphone typist rather than continuing to aspire to being to be head of the agency. Or it may be necessary to point out to the bright, capable individual with a lot of ideas that he must spend the standard time in professional training before most people can trust and follow those ideas.

Although we are viewing this structure from the side for the purpose of analysis, in reality, with the individual, our view is always from the top. With the adult in the employment interview, we are interested chiefly in the vocational layer just below: What are his skills? How does he take responsibility? Can he function independently in what he states to be his field? If we have satisfactory evidence that he can, we may not question much below that. With the student, we want to know his intellectual capacity and how much he has achieved. How did he profit by his educational experience to date? What are his interests and aspirations? Again, if the answers are satisfactory, we may ask little about the early years. If the vocational and/or educational histories are unsatisfactory; if character defects, adjustment difficulties, anti-social tendencies are blocking the pathway to normality, it may be necessary to extend our probe into the domestication stage, the early years. To do this we may need not only the history, but the help of the psychiatrist.

It is our view, however, that a mature person with good vocational skills and a high sense of responsibility will have a tendency to succeed in spite of some imbalance in the first and second levels; and that this success, if extended over a few years, will tend to exert enough pressure on the lower stages to restore the structure to a stable position and relieve many of the tensions created by early feelings of insecurity and some lack of balance between competency and achievement. This suggests that in adult life both general and vocational adjustment depend to a great extent upon the proper selection of a vocational objective, the completion of the necessary requirements for the chosen trade or profession, and the demonstration of originality and responsibility within the job. Two additional factors possibly round out the general pattern of normality: A clear and realistic image of the role the individual wishes to play, and a desire to work harmoniously in a social group, either as a good servant or as a good leader, or both. This importance, to the total personality, of the vocational choice, of suitable training for it and suitable opportunity to pursue it, highlights the key position of the counselor.

Just one more comment regarding the role of "Energy", the shaded back piece of our structure in Illustration I (2). Energy, and that personality quality which is so much related to it, motivation, color the whole of the individual's life, and have much to do with how far he goes in life. This is true for everyone. It is perhaps a little more true for the blind person because so many activities require more time and therefore more energy when done without vision. Reading and studying in college, for example,

will probably require many more hours if done with braille or with readers. Many of the professional workers interviewed indicated that they put more hours into their jobs than do their colleagues, often taking material home to work on at night, etc. It is often necessary for the counselor to make these facts clear to the less mature client in whose view a profession may have not only glamour but the promise of an easy life.

Chapter 3

THE INDIVIDUAL AND THE REHABILITATION AGENCY

The problem:

Today blind persons or visually impaired persons seeking the opportunity for advanced education are generally in contact with a state rehabilitation agency. In past years, individuals who sought employment in professional occupations frequently succeeded in spite of, or at least without the assistance of a state rehabilitation agency. They accomplished these goals simply because they had personal resources enabling them to attend college and/or graduate school and because, after graduation, some interested person encouraged and assisted them in getting a foothold in a professional occupation. In a sense, these individuals have been and are the pioneers in many areas of professional employment.

Yet in other instances state rehabilitation agencies have sent blind persons to college with no real plan of action after graduation. Perhaps the college experience, four, five, or even eight years in length, was a delaying action on the part of the agency, because it was uncertain about the actual employment possibilities of the blind person. After the collegiate experience, some blind individuals found themselves recommended for industrial placement, vending stand operation, and other similar occupations. We do not mean to suggest that these occupations are menial, or without honor, for frequently they require high degrees of skill, high degrees of personality development, and other qualities as important as those required by a profession.

There is, however, an element of tragedy in sending a person through a college program and finding at the end that there has been no real planning. Worse than this, generally the blind person was isolated during his college career, with little contact on the part of state agency personnel with college professors, advisors, or with the student himself. The result, in many instances, was that the student was passed from year to year with the expressed attitude on the part of the faculty that he was doing well "for a blind person", but had his performance been measured against that required of his sighted fellow students, "flunked out" would have been a far more merciful verdict in the situation.

With the growing body of knowledge in vocational rehabilitation, it is hoped that the future will be far more encouraging for the blind and visually handicapped person seeking employment in professional occupations. It is probably fair to say that our knowledge today in the matter of opportunities for blind persons in professional occupations is at about

the same level as it was for industrial placement in the mid-forties or late forties and yet, think of the strides that have been made in industrial opportunities for blind people.

Who must share the responsibility for development of a sound program of placement in professional occupations for blind and visually handicapped persons? Is it solely the responsibility of the state vocational rehabilitation agency? Is it the responsibility of the blind person himself? Is it the responsibility of schools for the blind and public school systems or should the colleges and universities accept some responsibility? The answer to these questions is that it is a joint responsibility of all these and it is hoped that the ensuing pages may set forth the areas of responsibility as guide lines in order that we may open additional professional opportunities. It is our firm conviction that state agencies no longer need to sentence to four years of isolation, clients who might be better suited for other employment than professional occupations. Similarly, the applicant who really has the desire, the academic skill, and the drive to overcome the obstacles in the professional area of employment, must ready himself to meet the demands in competition with his sighted colleagues of that profession. Let us therefore examine, in detail, the areas of responsibility incumbent upon both a state rehabilitation agency and a blind applicant.

The responsibilities of a state vocational rehabilitation agency:

The administration of a state vocational rehabilitation agency must first determine in its own mind that it is going to have a program designed to implement and to enhance the placement of blind persons in professional occupations. In the larger agencies it is possible to have one counselor skilled in this area of case load development, management, and placement.

In the smaller state agencies, because of staffing limitations and actual case load, it may not be possible to assign a particular counselor to this responsibility, but it is possible to train one of the staff members in the techniques of placement in professional occupations. This is essential because placement in a professional occupation differs vastly from placement in an industrial, clerical or business setting.

These techniques will be touched on later in this section.

Once the agency has determined administratively that it is going to build a sound and practical program for placement of blind persons in professional occupations, it must set about developing minimal criteria and formulating a policy which incorporates these criteria. What are the criteria which a state vocational rehabilitation agency must consider if it is to build a program designed to implement collegiate training and to lead to placement in the fields of law, social work, journalism, health and medical arts, teaching both collegiate and secondary sciences, etc.?

First, let us suggest that the state agency should produce criteria in writing and that these should be made available to schools for the blind

and public schools, and that the staff of the rehabilitation agency should be thoroughly familiar with these criteria. Second, while the criteria will lay down the ground rules for both the training program and placement, they should not be so inflexible that adjustment, growth, and revision appear to be impossible. Third, the basic criteria should be met by the applicant; ground rules are of little use if they are emasculated by negation. We therefore suggest that the following criteria be considered in the development of a program for the training and placement of blind and visually handicapped persons in professional occupations.

1. That the applicant has achieved or must be willing to achieve, the highest possible degree of proficiency and personal management; that is, the individual must have developed attitudes toward his handicap which enable him to understand and to accept the limitations and the adjustment which must be made, and he must also have learned something of the expectations of the sighted world.

Thus it is imperative that he understand the importance of personal grooming, good posture, mobility, coordination, social competency, elimination of blind mannerisms, and the removal or improvement of cosmetic defects. It is also important that he should have learned the meaning of competition.

2. That the applicant have a satisfactory academic record in high school. This does not mean that the individual should have a straight A or B+ average. It is more important to know whether or not the grades were earned in actual competition, that they were not merely given to the individual. It is important to know the rating of the high school from which he came, for it is obvious that a B in one high school system may be the equivalent of an A in another, or vice versa. The mere listing of grades and the acceptance of these grades without evaluation is one of the real pitfalls into which a state rehabilitation agency may readily stumble. It is easy for the counselor to be blinded by the academic luster of a transcript, but without thorough investigation by the counselor with school faculty, principal, school counselors, etc., the luster may mean little in fact, it will may be tarnished to the point that it is inadvisable to pursue collegiate training.

It is therefore important for the state rehabilitation agency to work with schools for the blind and public school systems prior to graduation time in order that a thorough and honest appraisal of the blind youngster's academic capacities may be obtained before any discussions relative to college are undertaken.

3. That competent psychometric evaluation be undertaken. A thorough psychometric evaluation of the applicant for professional training is essential in developing the plan with him. This does not suggest that the final determination for collegiate enrollment and support be based entirely on the results of the psychometric battery. It is simply another tool which can help both applicant and counselor to arrive at a sound decision in the best interest of the blind person.

The strength of the applicant's motivation is always a basic question. Experience indicates that a person with a strong C average, and the drive to achieve, may at the close of his engineering curriculum be a better engineer than the straight A student in the same curriculum.

4. That a thorough evaluation of the applicant's extra-curricular activities be undertaken. It is important to the Vocational Rehabilitation Counselor to know to what extent the blind person has been accepted by his fellow students during the high school years. Has he been more than just a member of a fraternity or sorority? Has he held offices? Has he participated in the journalistic activities, dramatic activities, musical activities of the school? Is he socially accepted? This is especially important for the youngster who has been attending public school, for it has introduced the acid test of sight and blindness. It can be equally well evaluated in schools for the blind where there is a progressive outlook on the needs of the students.

5. That physical or medical problems, other than blindness, be eliminated or alleviated. It is vital that the agency and the counselor be aware of any physical and medical problems in addition to blindness, and that in cooperation with the client, efforts be made to institute remedial care. The goal would be to prevent the condition from imposing added burdens upon the academic career or becoming a handicapping factor in placement. Where the problem is severe, there may be some question regarding the practicability of a collegiate training program.

6. That the blind individual must have achieved skills in communication prior to college enrollment. It is recognized that not all blind and visually handicapped persons find it possible to use braille successfully. However, without question, it is important that the college student, and the individual anticipating professional employment, have adequate means of note-taking other than by tape recorder or electronic device. Certainly it is essential that the college student be accurate in typing and spelling, and that these skills must be acquired prior to the freshman year.

7. That the blind person, through his own initiative, gain acceptance for freshman work at a recognized college or university. It is not seen that it is within the province of the Vocational Rehabilitation Counselor or school authority to write on behalf of a blind person seeking admission to the freshman year. Obviously assistance and guidance can be given to the blind youngster regarding choice of schools, taking into consideration such factors as the quality of faculty in the particular area of interest, available library facilities, and whether the college or university has had any experience with blind students on campus previously.

The above criteria are not all inclusive and from time to time they may be revised or perhaps disregarded, but current experience indicates that they can well form the background for a sound administrative policy and the implementation of a program for the placement of blind persons in a professional occupation.

Agency policies:

We next come to the question of what the policy or policies of the state vocational rehabilitation agency should be in planning with a blind person for professional training and placement. The following considerations appear important:

1. Within the framework of the individual state plan and state statutes, provision should be made to assist and, where financially necessary, to support a blind person in a collegiate setting, when the above criteria have been met.

2. The length of support, whether it is four years of undergraduate work or whether it goes on to the graduate level, should be determined by the conditions of employment in the particular profession the blind individual hopes to enter. For example, today, there is relatively little opportunity for a sighted person to enter or advance in the field of social work without an MSW degree. Is it then fair, equitable or reasonable to limit a blind person to a Bachelor's degree, with a major in sociology, expecting him to enter the field of social work? It is at this point that the state plan, state statute, and agency policy must assume a degree of realism.

It is equally important, however, that the state agency should not underwrite graduate study simply because the blind person sees this as an escape, for the next two or three years, from the need to face the realities of employment. Graduate or advanced study should be planned and determined upon the requirements for entrance to the professional occupation.

3. The state agency should undertake to incorporate in its policy a requirement that each collegiate or professional trainee be visited at least once per semester or per quarter by the counselor in charge of the case; that this visitation be done on campus and include the counselor's talking to faculty members, student advisors, deans and other responsible people to determine that all is moving well with the blind person on campus. Particular attention should be paid to the blind person's adjustment, not only to the academic setting, but to the social setting while in school.

4. As a minimum, the state agency policy should include the condition that financial support of the student is based upon his or her maintenance of a satisfactory point-hour ratio which will lead to graduation with the required number of credits at the end of the prescribed curriculum.

5. Unless there are extenuating circumstances, state agency policy should not permit the blind student to take less than the usual number of hours assigned to other students in the institution. In addition, course substitutions should be permitted only after state agency counselor has discussed the matter with the appropriate authorities at the college or university and it has been determined that the blind person cannot reasonably take the course.

One word of caution. College and university faculties need as much education regarding blindness as do other segments of the sighted world.

They will argue that because of blindness, courses such as statistics, scientific courses with laboratory work, and so on, are impossible. This of course is not true and it requires the ingenuity of the Vocational Rehabilitation Counselor together with the blind student, to demonstrate that these courses are practical and that they can be taken in competition with the sighted students.

6. The state agency should plan with the student for his attending regional or national professional meetings in the last half of the junior year and/or the senior year, or at the graduate level. A good student who has gained the confidence and recognition of the faculty, will frequently be directed to job opportunities at such meetings and will have the indorsement of faculty members. For the relatively small amount of money which this policy may require, it will infinitely assist in the development of professional placement opportunities at a crucial period just prior to the completion of the academic program.

7. The policy of the state agency should make some provision for post-graduation service to be sure that the blind individual is operating successfully at the entrance level for the profession and that during the course of training no rehabilitative service has been overlooked, such as the provision of additional occupational tools and equipment. One of the real problems which blind persons have experienced in professional employment is the need for continuing reader service for at least the first six to twelve months of employment until they have established themselves and achieved a level at which they may reasonably expect secretarial assistance.

Again, we do not suggest that the above are all-inclusive, but experience indicates that they can form the administrative structure for sound policy and programming in the placement of blind persons in professional occupations. It is not the intent to direct the state agency to adopt these policies, but merely to point out their intrinsic value if the state agency anticipates getting the maximum dollar return on its investment in a college education for a blind or visually handicapped person.

Placement:

Finally, it is the responsibility of the state agency to be sure that it and its staff are prepared to do the necessary placement job. As was stated earlier in this chapter, the placement techniques differ widely from those which have become generally accepted in industry, clerical and other occupations.

The Vocational Rehabilitation Counselor, seeking an industrial placement, can within a relatively brief period of time, demonstrate to the employer that a particular job or series of jobs can be done without sight. However, the Counselor cannot successfully demonstrate in the same brief time that a blind person can maintain discipline in a secondary school situation or do the necessary lesson preparation or perform the other responsibilities usually assigned to a high school faculty member.

The basic difference in placement techniques is one of long-range planning and preparation. The Vocational Rehabilitation Counselor who is to develop opportunities in a professional occupation, must begin laying the groundwork at least eighteen months to two years prior to the client's graduation. He himself will not necessarily interview the employer. Rather, he should evaluate the employment opportunities, know who the employers are in the field, know something of their requirements; but at the point of interview the responsibility lies squarely on the shoulders of the blind person.

In essence, the Vocational Rehabilitation Counselor can spot the doors and he may assist in opening them. But once the blind person steps through that door, his individual competency, skills, knowledge, adjustment to the handicap, and other factors, are the tools with which he must win in competition with sighted applicants for the same job. This, then, is the basic difference in placement. The Vocational Rehabilitation Counselor in this field must be a good public relations man for each individual client and must have his product so well made and packaged that it can meet the head-on competition of the market and be accepted by the customer, namely, the employer.

It is not within the purview of this volume to go into detailed techniques of placement for each of the professional areas discussed in subsequent chapters. These techniques, we are sure, can be taught and will be taught in future in-service training courses conducted by the Office of Vocational Rehabilitation, Department of Health, Education and Welfare, and/or other agencies under grants, such as colleges and universities.

One other factor must be considered. The placement of blind persons in professional occupations is not a quick closure. It does not seem practical, based on experience, to close a case who has not been on the job and functioning, as a minimum, for six months and in most instances, one year. Again, let us underline that the foregoing pages are suggestions which have come from some four hundred fifty interviews with blind persons now engaged successfully in professional pursuits. They have been based on the field tested experience of a few individuals who have assumed the responsibility for placement of blind persons in professional occupations without very much administrative direction, planning, or in many instances, support on the part of the state rehabilitation agency. This phase of training and placement for blind persons is in its infancy and there is little doubt that it can be greatly expanded in the next half decade.

The responsibility of the blind or visually impaired individual:

In applying to a vocational rehabilitation agency for service, the blind person should have some understanding and knowledge of what is expected of him and should have made every effort, through his secondary school experience, to achieve maximum proficiency in adjustment, academic standing, social competency, etc.

Assuming that a blind student during his high school years knows what the standards and criteria of the state agency are, he and his parents can work with school authorities to derive the maximum benefits and to facilitate acceptance and enrollment at the college level. Blind students should understand that the handicapping condition itself is not a mandate for a college or university education. Like many sighted people, individuals with adequate mental capacity for college may choose not to enter or, for other reasons, may find it impractical to undertake collegiate work. Going to college should be a matter of motivation, choice and capacity to achieve.

Too frequently the blind person tends to negate the importance of personal management and especially of mobility. The concern in the latter area is not so much how one may ultimately travel and whether travel is an essential factor in employment. The important point is that a blind individual must be capable of traveling independently, whether by cane, dog guide, or without any appliance. He cannot and must not be dependent upon sighted guides in college or in an employment situation. Dependency of this kind can be the greatest stumbling block in college training and most assuredly the greatest obstacle to be overcome when meeting with a possible employer. No matter how you choose to travel independently, do it well, with confidence and skill. This is the vital point.

In summary, if the blind or visually handicapped person can meet the criteria which we have suggested as practical for the state agency to adopt, there is little reason why they cannot successfully enter into a college program and at its completion anticipate an opportunity for employment. We offer one point for the student's consideration, namely, an understanding of the requirements of each professional area of employment, not just the academic requirements, but the functional requirements as well.

The following chapters of this volume offer to both the blind person and to the Vocational Rehabilitation Counselor information gleaned from blind persons who are functioning in professions and who have met the problems; who have solved many of them and who readily admit that there are still problems which have not been solved to their complete satisfaction. We therefore suggest that the prospective blind trainee at the collegiate level spend adequate time in seeking out as much information as possible. The simple fact in life is that not every attorney is a Perry Mason, not every musician is an Alec Templeton, not every social worker becomes a Jane Hull.

Finally, it should be understood that you do not enter a profession midway on the ladder or at the top of the ladder, unless your father or relatives can create a situation of employment for you, or in the infrequent situation, where you have the good fortune to marry the boss's son or daughter. A profession, like any other area of employment, has an entrance level, and this must be the starting point for each blind person; to know what the starting point is, to know something about the conditions of employment, salaries, etc., before undertaking the professional training is essential. It is the responsibility of the individual to seek this out. He

can do it independently, or he may want to do it with the assistance of the Vocational Rehabilitation Counselor or the school counselor and/or advisor.

The fewer the adjustments and adaptations which have to be made in the college program, the better the opportunity of the blind person for acceptance by his fellow students and by the family. The blind person cannot ask of the world of employment the quality of opportunity and the provision of special privilege in one and the same breath. This may be difficult for the high school graduate to understand. But not withstanding all of the publicity that has been developed over the past two decades, employers today still think in terms of hiring the sighted individual. They are not placing their job orders for blind individuals.

One other point must of necessity be made at this time, namely, that there are certain professional occupations in public and private agencies for the blind. It appears that many blind persons feel that it is professionally degrading to accept employment in an agency of this type. Perhaps they feel that because of their visual loss, to accept employment in a public or private agency for the blind is in effect accepting employment in a sheltered shop. They may be right if the agency does not set the same standards of production and responsibility for the blind person as it does for the sighted person on the professional staff.

We have suggested that a state vocational rehabilitation agency has certain responsibilities for the development, maintenance and promulgation of a program of placement in the professions of the blind person. It is equally incumbent upon blind people to be concerned with the demands and the standards set by the professions and the sighted world, demands which will seldom be altered to any major extent to accommodate mediocrity in skill, ability and personal adjustment. Thus, we come to a consideration of the joint responsibilities which lie between the blind applicant and the state vocational rehabilitation agency.

Joint responsibilities and summary:

In summary, we should like to suggest that there are certain responsibilities which neither the agency nor the individual may execute independently of each other. For maximum benefits, cooperation is the keyword.

1. There should, during the training program, be a close working relationship between the rehabilitation counselor, the blind student and the faculty of the training facility. The exchange of information and suggestions should be free and with the sole objective of helping the student to attain maximum benefit from the curriculum.

2. A final decision as to the fields of major and minor study should be reached as early as possible, but not later than the second semester or last half of the sophomore year.

3. At no time should the blind student, and/or his family, look upon the state rehabilitation agency as a bill-paying, check-writing unit. It

must be clearly understood that the agency must maintain records and justify expenditures, and full cooperation on the part of the student and his parents is required if the collegiate program is to progress.

4. From the outset of the training program, both student and counselor should be concerned with the ultimate objective of the program, namely, the opportunity for interviews and ultimate placement in the chosen profession.

5. The counselor and the student should know how to prepare a suitable application and resumé when seeking job opportunities. This area is so important that it is covered separately in Chapter 4.

6. Working closely, the counselor and the student can open doors and secure interviews with employers who are fully aware of the visual impairment. To hide this impairment is foolhardy. It does not take long for the employer to know that the individual has a sight loss. During the course of the interviews, some individuals requested that their employers not be contacted because they thought the employers were not aware that the individual was visually impaired. Interestingly, some of those same employers subsequently told the interviewers, "He is a great employee; unfortunately, he is visually impaired, but I don't want him to realize I know it, because he may be afraid that I'll fire him." It's a simple question, who's fooling whom?

7. After placement, and until such time as the blind person is at home in the new position, it is necessary to follow up, and to be ready to assist both the blind person and the employer if any minor problems arise.

In summary, a well planned state program, properly staffed, together with a full understanding on the part of blind people of the demands, criteria, and state policies, will lead to greater opportunities in professional occupations. It would seem that we are at the threshold of even greater employment possibilities, for the fields of scientific mathematics, electronic data processing, physics, chemistry, journalism, the verbal arts, and others, are just beginning to open up.

Ten years ago, no rehabilitation agency in its right mind would have agreed to support blind people in the study of chemistry. Yet there are several who have completed both undergraduate and graduate work in the field of chemistry, and are now performing research work in the field. How many blind people with real mathematical ability have in the past found themselves confined to distasteful employment because rehabilitation services for the blind had, at that time, not realized the potential in scientific mathematics.

The field of vocational rehabilitation will grow and expand only to the extent that it, its staffing, and its clients are willing to explore, to experiment and to produce new and sound ideas in programming.

Chapter 4

TECHNICAL COURSES, READING, AND RECORD KEEPING SKILLS

"Easy" and "hard" courses

For anyone, seeing or blind, two very basic factors contribute to making certain courses "easy" and other courses "hard." In general, those courses for which the student is well prepared and in which he has the support of great personal interest seem easy; quite definitely, those courses for which he is poorly prepared and/or in which he has little interest seem hard.

Lack of adequate background is particularly likely to trouble the blind student because he rarely has the extra time, the extra reader help, or the available braille and recorded books to pick up, along with a particular course, the material he should have had before he ever started upon that course. It might therefore be stated as a basic principle that the blind student needs, even more than does the seeing student, to plan his high school, college, and graduate courses in an orderly fashion so that he has always had, previously, that training or those courses which logically prepare for each year's work.

The matter of interest in a particular course may be less under the individual's control. Certainly the major subject, to which the greatest amount of time will be given, should be one in which the individual feels a definite interest. However, there are frequently required courses in which the student feels little or no interest but which he must take in order to graduate. The ideal response to this situation is for the student to discuss with his advisor or dean the reason for this required course. Requirements are not set up just to annoy students—as the students sometimes think! They are established because persons with experience believe this subject matter is important if not absolutely essential. The student who makes a sincere effort to find out just why this subject matter is important, just how he will be likely to use it, may find he can bring himself more wholeheartedly to the subject.

For blind students it has generally been assumed that regardless of preparation and interest, there is difficulty in taking courses which involve a lot of laboratory or field work and/or a lot of non-verbal content such as formulae, mathematics, charts and diagrams. The following have been mentioned as "hard to take" subjects: biology, zoology, botany, chemistry, engineering, mathematics and physics. Certain courses in psychology or even economics might be added to this list. Biology is usually regarded as most difficult because of the large amount of microscope work, dis-

section, and similar use of materials and apparatus which are too delicate for tactual learning or which convey little through touch.

Any course in which the blackboard is used a great deal may present problems, particularly when equations or diagrams are frequently put on the board. It is helpful if the blind student can have in each class at least one friend upon whom he can depend to tell him any material that is written on the board. Sighted students will rarely do this unless it is specifically requested, so a definite understanding is necessary between the two if this is to work out smoothly. This particularly applies to notices, assignments, and similar material which the professor may never mention in speaking to the class.

However, the blind student should not expect to depend entirely upon another student for formulae and diagrams which are part of the class discussion. The best way to handle this is to go to the teacher ahead of time and ask him to cooperate by not writing anything on the board without saying what he is writing. This takes a little practice on his part because he is not used to it. However, in most scientific books, equations are numbered for easy reference. It is therefore not requesting anything too unusual to ask the professor to number equations as he presents them. Then he can readily say, "Take equation No. 1, subtract 2 from it, and substitute it in equation No. 4 . . ." and the blind student will have no difficulty following this in his own notes. If the professor has agreed to the numbering system but occasionally forgets, the student can help by numbering his own notes and asking, where necessary, to which equation the professor is referring; the fact that he has kept his own notes well organized and numbered will make communication between him and the teacher easier.

With regard to drawings, the problem may be greater but again the professor can often put the important aspects of the drawing or diagram into words, and an occasional question from the student will remind him to do so. Most professors are quite willing to cooperate and when they fail to describe fully it is merely that they have forgotten. With very complex material it may be well for the blind student to check his understanding and his drawing with that of a sighted friend after class.

Classroom demonstrations, which are frequent in biology, chemistry, and physics, may be relatively meaningless to a blind person since the point of most demonstrations is the visual impact upon the audience. When such a demonstration can be expected, the blind student might go to the professor just before class and ask if he may, under the professor's guidance, take a quick look at the apparatus so that he can better understand whatever he hears. The only instance in which a teacher is unlikely to cooperate is when the equipment is delicate and carefully set up ahead of time and touching it would destroy its adjustment; then the professor will probably invite the student to come up after class instead of handling the equipment before the demonstration.

In doing laboratory work, it is quite usual for two or more students to work together so it represents no departure from standard practice for the blind student to work with a lab partner. It is usually possible to review the procedure for a particular lab session before the class convenes; this enables the blind student to think through which activities he can handle. He should also go to the laboratory early to become familiar with the apparatus to be used. Then, during the lab period, he should do as much as possible to help his sighted partner. One reason for a lab period is to learn to use the equipment and to learn how to apply the theories in practice, so one should participate as much as possible.

It is true that the blind student cannot look through a microscope, certainly cannot do dissections under a microscope, but there is no reason why he cannot understand the process and the results. Since the blind person can never function where actual use of the microscope is necessary, his application of the concepts is the important thing. In some cases, even in dissection, touch will communicate a great deal. Raised drawings can often help and much is contributed by a lab partner who is good at describing what he sees. In physics, the student with good orientation and good tactual discrimination can do most of the experiments with help in the visual reading of certain instruments. Learning to handle and manipulate the equipment is usually more important than the actual reading of an instrument.

There are several ways to make diagrams and graphs. The Raised Line Drawing Kit, available through the American Foundation for the Blind, is the most sophisticated solution to this problem. A simple diagram will come out well if drawn with pencil or a ball point pen on heavy paper or a 5 x 8 card laid on top of felt or a similar soft surface. If this is turned over to be read, obviously it will come out backwards. If asked to do so, the sighted person may be able to reverse it as he draws, or the blind student can simply feel the back of the card, without turning it over. A lot of detail is lost in this type of reproduction, so the sighted person should be advised against putting in too much. He should not attempt to put in numbers, for example, but he can put a little tick on the drawing wherever there was a number, and tell what was there.

In any course, but perhaps especially in the "hard to take" courses, the most important activity for any student is paying attention to what the professor is saying, trying to digest what is presented and to assimilate it into the rest of the material for that course. The student who approaches each course with an attitude of reaching out to the professor and to the course content, trying to understand, trying to make it his own—such a student will usually find ways to get the information he needs and such a student will usually arouse in both the professor and his fellow students a desire to help.

Braille

Whenever one urges the importance of braille for getting through college and for record keeping that may be necessary within a professional setting, someone tells how he or a friend got through college and handled a top level responsibility with no knowledge whatever of braille. Some individuals unquestionably do manage without braille, but within the professional group studied, an overwhelming percentage strongly recommended braille, urged becoming very proficient with it, and regarded it as contributing more than any other one skill to their own independence on the job. Many men indicated that their ability to get information quickly, and without having to call upon someone else to look it up, increased the confidence of their superiors, impressed their colleagues, and gave them better control over their subordinates. Men in the insurance and brokerage fields felt their clients had greater confidence in them when they had information literally at their finger tips. In short, in any situation where independence contributed either to efficiency or to professional status, braille was an important factor.

Unfortunately, there is no research evidence on just what is, for college students, a desirable level of proficiency in reading and writing braille. Indeed, there is little clear-cut evidence regarding desirable levels of efficiency in ink print reading for seeing college students, perhaps because rate varies, and should vary, with the nature of the material read. Some authorities say that college students should read at least 350 words per minute. Research by Hayes indicated, some years ago, that to cover a stated amount of material, the average braille reader requires two and one-half times the amount of time required by the average ink print reader. From this one might conclude that the blind college student should be able to read 140 words per minute in braille. Obviously, this could be only the roughest guide, however, and just as obviously, this means that the braille student needs two and one-half times the amount of time used by a seeing student for study and library work.

Even more important than sheer speed of reading is the development, for both seeing and blind students, of the ability to skim. This seems to be much less emphasized in the teaching of braille reading than in the teaching of ink print reading, but it can be learned in both.

The ability to vary the rate of reading with the nature of the content and the purpose of the reading is extremely important. People who read at a fixed rate with a compulsion to digest every word have a serious problem in trying to cover the large quantity of reading typically required in college. Moreover, the word-by-word reader rarely gets as much real meaning as does the individual who reads for whole thoughts, moving rapidly when he is certain that he has the thought, slowly when the full meaning eludes him. Many a reader would improve if he kept in mind the fact that understanding is what matters, not the mechanical covering of a page. For maximum effectiveness one should start each reading period

with a definite purpose, then reach out mentally to serve this purpose with the material his reading provides.

The most proficient braille readers have been observed to read not only with several fingers of the right hand, but also with the left. They do not merely peg the next line with the left hand but, as soon as their right hand approaches the end of the line, they start reading with the left hand on the next line. In this way, they are halfway across the page before the right hand catches up with the left, then they drop down again.

However, it is probable that the most important single element in good reading is a superior vocabulary, not only a general knowledge of many words but an appreciation of subtleties of meaning. It is important to recognize meaning from context. Witty has said that words can be walls or gateways. An unfamiliar word may, like a wall, block the understanding of material. It makes the reader pause and go back to seek its meaning; it therefore makes him a slow reader. The familiar word gives extra meaning to the whole sentence and perhaps adds to the understanding of less familiar words within that sentence; it allows the reader to move quickly, makes him an efficient reader.

A good reader organizes the content as he goes, in particular, organizes it for his own purpose. He reads for main ideas, seeks the relationships between ideas, mentally outlines the details subordinate to the main idea. When seeking to evaluate reading ability for college or professional use, it is therefore necessary to consider speed of reading, of course, but perhaps still more, the ability to fit speed to content and purpose, the ability to organize, to skim, to find relevant information, the ability to detect bias, to draw conclusions, to generalize. Perhaps if a single measure must be used to evaluate reading ability it should be a measure of vocabulary, for unless based on a sound vocabulary, all other reading skills are superficial.

If possible, there is even less research evidence on standards of reading clear type than there is on braille. It is pretty generally accepted that reading will take about one and a half times as long in clear type as in regular ink print. In many cases these readers can see only a word at a time, or perhaps less than that. This makes quite difficult the skimming, the grouping of thoughts, the dealing with wholes rather than parts. And again it makes it necessary for the student to spend more time in covering his assignments.

Because braille writing can be noisy, some students feel self-conscious about it in a room full of sighted people. The sound is much reduced by using heavy bond paper rather than braille paper, a pocket slate, and writing on a piece of quarter-inch plywood which has been covered both top and bottom with felt. The felt greatly reduces the clatter and the bond paper also makes less noise while standing up adequately for most purposes. Of course, if the braille notes are carried around a lot, stuffed into brief cases and perhaps sat upon, they will quickly flatten, but if kept carefully they can be read without difficulty. For occasional permanent notes

which will get a lot of use, the material can be transcribed from bond to regular braille paper. It has already been noted that this felt covered board is excellent background for making diagrams, raised against heavy paper or thin card. Some students have used cork backing on the plywood to deaden sound, rather than felt on both sides.

Cards of various sizes were used a great deal by professional persons in this study for braille notes, appointment schedules, names and addresses, reference lists, outlines, and plans. Braille was also used for labels, tabs on files, attendance records, lists of various kinds. Braille marks on drawings show which side should be up; on letters or other print papers it makes possible correct identification for presentation to seeing persons. Whenever in public speaking it is desirable to quote exactly, braille is almost indispensable. A number of interviewees had devised quite complex filing systems which combined ink print and braille material, sometimes using manila envelopes as the file containers and braille directly on the envelopes. Others identified ink print papers, particularly when preparing for a meeting, by keeping them in a specific order or by sectioning brief cases for different documents.

Even for a student who writes braille rather well, it will probably be impossible to take notes which will be as full as he might have taken in ink. Some students have had friends make carbon copies as they made their own notes. This of course results in a complete set of notes which may be reviewed in toto for the examination or may be used merely to fill in where the braille notes are too brief.

Another easy solution to getting complete notes is to use a tape recorder in every class. If used merely to get details which braille note-taking may not be fast enough to catch, it can be a great boon. Benham warns, however, that there is a great tendency for the student to start the recorder and then drift off into his own thoughts. This means that he pretty much wastes the class hour, gains almost nothing from it, and when he studies for the examination he will have to listen to the entire recording—a very time-consuming method of study. A better procedure is to set up the tape recorder but take braille notes as if it were not there. Then if some details were lost, listen to the tape following class, fill in the notes, then use the tape again for the next class. The recorder can contribute greatly to a student's independently getting good notes but he is unwise who leans upon it too much. The college program is intended to develop mental processes, and no recorder can take the place of active efforts to do just that.

Some students have gone to the other extreme, that is, have put all their classroom effort into listening and understanding, taking no notes whatever. Then, immediately after the class, they type notes from memory. Others take very sketchy notes in braille, type the full notes from these reminders plus their memory. If time permits, both procedures provide an immediate review of the class discussion which, for many people, has

considerable value. Many find that when they have done this, studying for the examination is easy.

Tape recorders were used a good bit by people in this study to make notes on daily activities, record orders, names and addresses, or special instructions. Some professional people recorded entire interviews with clients, other recorded telephone conversations. Recordings were widely used to maintain readily available reference material, but in a number of cases disc, rather than tape recorders were used for this purpose because they are much easier to file. The disc can simply be dropped into a folder and one can more quickly locate particular information than on a long tape. One man whose work frequently required having clients fill in forms, had the forms recorded so that they could be played to the client as a way of asking the necessary questions. He then had the client record the answer to each question on a second recorder, and his secretary found it very easy to fill in the actual form from these tapes. A number of people said that they developed reports or wrote papers, and even books, by using two recorders; they would dictate a first draft, listen to this and re-dictate with corrections, over and over until they were satisfied with the final form which could be typed.

Readers

Regardless of his efficiency in reading, one of the blind student's major problems is covering the large amount of printed material required. He can receive help from a number of sources but he should take the initiative to use this help wisely. The planning, the basic responsibility, must be his.

The first step should be taken as soon as he knows that he will be taking a certain course, preferably months before the first class; he should go to the professor and ask what text or texts will be used, and if possible obtain a list of the references which will be required or desirable. He should purchase the text at once and get it to a braille transcriber or, if he prefers, have it recorded on discs or tape. Even references, particularly copies of journals which may not be permitted out of the library, may be worth purchasing. Also, arrangements can often be made to get special reference materials out of the library to be recorded if this is done before other members of the class are consulting them. In general, blind students cannot afford the luxury of taking a chance with getting essential reference materials. They should have all texts in braille or recorded form before the course begins and should have, or know how to reach, most of the required reading or reference materials.

Despite excellent planning, the student will still find readers essential. Usually, the best readers are fellow students who need to cover the same content, are likely to know how to pronounce the words, and can often skim because they understand the goal of the reading. To "read" with an intelligent fellow student usually means to study, to organize, to think critically through the material. This can be very rewarding for both students. However, the fellow student is likely to be a busy person, with

pressure for time at the very points in the year when the blind student is most in need of reader service. It is therefore wise to have at least one reader from outside the student body, whether volunteer or paid, a person whose time can be given when the student most requires it.

Today's student is very fortunate in that the tape recorder can greatly ease the reading problem. Formerly the blind student was often compelled to study at hours which were not agreeable to him because that was when the reader was available. Now the timing problem is solved by having the reader record at his convenience, while the blind student studies the tape at his chosen hours. Even when reading is done face-to-face, there may be advantages in having the tape recorder running; then if the blind student wishes a further review of that material, he can use the tape, not requiring additional reader hours. Benham strongly recommends that braille notes be taken during all reading as a very valuable outline and reference, immensely helpful for pre-examination review.

As for the cost of reader service, it can add greatly to the expense of college. However, it is a sad commentary on the personality of a blind student if he does not soon develop friends in his various classes who enjoy reading with him or who offer their services in return for his help in some other work. The blind student is going to need a lot of things which can best be provided by seeing friends. It is therefore extremely important for him to be a likeable person whose company others seek and who is careful to contribute as much as he can in every situation. He should be careful not to take the time of others for what he can very well do for himself. He must seek to be a contributor to the common good, not a dependent. Students with this point of view rarely have trouble finding readers.

Readers from outside the student group can often be found through alumni, local service organizations, church groups, and employee clubs of local industries. On many campuses, a good source of paid readers is the wives of students, young women often of good education who are anxious to earn a little extra money but may be able to work only on a part-time basis because of young children or other responsibilities. With the tape recorder, these women may even be able to do the reading in their own homes and will gladly see that the tapes are delivered promptly to the student.

Taking examinations

Something which often worries the college applicant, but later rarely proves a real problem is the taking of examinations. The most usual solution reported for this problem was for the professor to dictate the questions, either tape recording them or allowing the student to take them down in braille. In some cases, another student was permitted to read the questions to the blind student. Upon any of these presentations, the blind student would then type out his examination, usually doing it at the same time the

rest of the class took the test, although perhaps in a separate room because of the typing noise.

However, there are a number of variations on this. Some students brailled their examinations, later dictated them to a secretary, some were allowed to do them at home or were given extra time. A considerable number in our study took examinations orally, but about this there is mixed feeling. With some professors this could be quite enjoyable—largely a matter of talking over the course content until the professor was satisfied the student had a reasonable familiarity with it, a pleasant and stimulating experience. However, with other professors, oral examinations could prove more difficult than written ones because when an answer was at all vague, the professor would keep questioning, demanding detail far beyond what would have been required in a written examination. On the whole, however, oral examinations seem to have been considered easier and pleasanter than written ones—and anyway, the choice is usually made by the professor, not the student!

In this connection, it might be well to comment on the Scholastic Aptitude Test which is required for admission by many colleges and universities. A special form of this test for blind students can be obtained from College Board Program, Educational Testing Service, Princeton, New Jersey. Applicants are given practice material for a week before the actual examination and there are no time limits so that slowness with braille is not a problem. However, Davis points out that the time factor is really an important one, and he has come to believe that any youngster who exceeds four to four and a half hours for the verbal sections is not efficient enough to handle college work well. He also emphasizes the value of having students take the SAT in both their junior and senior years. In general, an increase of 50 to 60 points can be expected comparing the senior year score with the junior year score of a particular individual. This would in part reflect a year's increase in maturity and in factual knowledge, but it may also somewhat reflect the greater confidence of a young person who has experienced this examination once before. Since it is becoming more and more common for seeing students to take the SAT twice, we must encourage blind students also to take advantage of this gain through experience.

A further note about special examinations: Some graduate schools require the Miller Analogies Test for admission. In the past, blind applicants have usually taken this by having it read to them, the answers being recorded, upon their instruction, by the reader. The content of this test is very complex and it is our experience that when it is presented orally only, the most able applicant is at a great disadvantage. Therefore, two braille copies of this test have been deposited with the Psychological Corporation, 304 East 45th Street, New York 17, New York, and they will be glad to provide them upon request for the use of blind applicants. A reader will still be necessary to record the responses, but the situation much more

nearly parallels that of the seeing person when the blind applicant has the braille copy.

Memory

We cannot close this chapter without mentioning one more factor of great importance to the blind college student or professional person—a good memory. The value of remembering with few or no notes, of being able to reproduce large quantities of complex material, or knowing formulae without having to look them up, was repeatedly emphasized by many of our interviewees. It is true that it is very important to know where to look up details, it is true that well organized braille notes are vital, but the individual who can simply remember much of his material, or who remembers the general facts well enough to evaluate and integrate new data, has a great advantage.

Chapter 5

PUBLIC SPEAKING—THE RESUME—THE INTERVIEW

Throughout the interviews, there were repeated references to the importance of personal adjustment and of the development of inter-personal skills on the part of the blind person. Again and again, it was stated that a blind person cannot be completely independent—as indeed, who can be? It has already been mentioned that the blind college student needs friends in each class who will tell him what has been put on the board, that he needs laboratory partners, that his reader burden will be greatly lessened if fellow students enjoy studying with him.

This is no less true as he gets into the business and professional world. A distillation of the thinking of our several hundred interviewees might be summarized as follows: 1. Do for yourself all those things which you reasonably and efficiently can do; that is, do not ask or expect of others what you really can do for yourself. 2. State quite simply and clearly the things you do need to have done for you. 3. Expect to pay for those services which are required frequently or which involve considerable time, such as the continuing reader service. 4. For the many things those around you must do and for which payment in the usual sense is impossible, try to do a little more of what you can do, that is, do more than what might be called your share of those things you can do to pay for those you cannot do. 5. The least you can do, but the thing you can do most consistently; is be a very pleasant, interesting person so that those around you can enjoy your company.

Since inter-personal skills do not develop in a vacuum, it is especially important for the blind person not only to join but to attend the meetings of professional and civic groups. Many interviewees felt that attending professional meetings contributed almost as much as did reading to their keeping up with new material in their field. Both professional and civic groups give opportunities to lead or to speak before groups, a skill which is valuable to advancement in many positions.

Preparing to give a paper or to address a group

A good filing system is valuable for any executive, but when material may be kept in at least three different forms, it is especially important. The blind person's file is likely to include material in ink print, material in braille, and some form of recorded material. The complexity and exact nature of the filing system will obviously depend upon the amount and nature of the material involved, but here are some suggestions from our interviewees:

Brailled material presents at least two problems—its bulkiness and its crushability. Bulk, and particularly weight, is somewhat reduced by using heavy bond paper instead of braille paper, but this increases the crushability.

For information to which it is necessary to refer frequently, cards are usually better than paper. Lists, manuals, codes, and that type of information often fits the card form very well. This is especially true where there may be frequent changes, as for an address list or a price list. When a change comes through, only one card must be re-done.

To avoid crushing notes, on either braille or bond paper, but especially on the latter, some men used boxes instead of file folders. Several indicated that they had brief cases fitted with boxes which had been especially made to suit the size of their materials.

Since, in most cases, some material will have to be kept in ink print, a brief notation in braille may be made on each sheet or group of papers to indicate what it is. Several interviewees used large manila envelopes instead of file folders and brailled directly on each envelope what its contents were. This made it less likely that papers would get mixed up, made it easy for them to carry the particular papers they wanted to a meeting. In brailleing dividers for file drawers, a number recommend brailleing the back, upside down, so that it is easy to run the fingers across the label with the divider in position in the drawer.

Where the files include numerous short recordings, many preferred to use discs instead of tapes because they could so readily be dropped into files along with relevant papers.

There is a good bit of feeling that maintaining considerable files was more important for the blind professional person than for the seeing. If a person of normal vision wishes to write a scientific paper, it may not prove too laborious for him to look up the related literature; he will usually have some main sources of information and can skim through to find the material he wants. Unless he has an especially well-trained reader, this type of skimming is very time-consuming for the blind person. This makes it much more important for him to maintain files of such bits of information on various topics as he thinks might be relevant to some of his own work later. To put it another way, he must begin his preparation for writing a professional paper, or for a sermon or a lecture, months, if not years, before the actual event. This is, of course, also the practice of many persons with normal sight, but it is much more important for the blind person to proceed in this way.

How the writing itself will be done seems to depend upon the individual and the help he has at his disposal. A number of men said they used two tape recorders. They would dictate, then listen to the playback with one. As they listened to the playback, they would make the changes and corrections they wished by dictating to the other machine. They might con-

tinue back and forth through several revisions until the speech or article was in a form which pleased them. Then the secretary could type it out from the final tape. Some made extensive notes or even completely wrote out the paper in braille, then dictated it. Some preferred to type their own papers, but had to have someone read it back so they could make the changes and corrections they wished; this procedure seems to have been particularly favored by men who lost their vision after being fairly well established in their professions. They had, as it were, learned to think at a typewriter and this habit continued, regardless of their loss of vision.

Procedure for giving a lecture or for appearing in court was also highly individual. Some prefer to speak from minimal notes; having thoroughly planned their presentation, they feel they speak better without notes and use braille only if they wish to make an exact quotation. On the other hand, there are those who note the advantages of braille where a paper is actually to be read, as at a professional meeting. Tactual reading permits the speaker to "look at" his audience instead of bending his head over a paper most of the time as a seeing reader must do. This can make a very good presentation and the audience's attention is much more likely to be held than when the speaker rarely seems to be looking at them.

Charts, graphs, pictures can readily be presented since they can easily have a little braille tab pasted to the back to indicate their content and which side should be up. With practice, the blind speaker can even point to certain parts of a chart unless the material on it is very small and crowded. One way to do this is to measure out on his pointer the distance from the edge to the spot at which he wishes to point. On the side of the chart, he can also make some tactual cue, perhaps a couple of braille dots at the height of the thing to which he wishes to point. Then, holding his finger on the tactual cue on the pointer, he runs his hand up the side of the chart to the brailled spot and the extended pointer will be touching the part of the chart to which he wishes to draw attention.

When letters and documents are to be used during a meeting, it may be possible to identify them simply by placing them in a certain order which is memorized. Also, in many cases, they will be on different kinds of paper which are readily differentiated by touch and associated with the particular document. On the other hand, braille can add impressively to certain social skills. For example, one lawyer said that when he is in court, he keeps in his pocket the brailled names of the jurors so that he can speak to them directly, appearing to remember perfectly all their names!

The rules of good public speaking are no different for the blind than for the seeing person. If he tries to develop sensitivity to small sounds, the blind speaker can readily detect restlessness on the part of his audience and try to adjust his presentation to regain their interest. Like any speaker, he will be aided by good posture, good diction, and a generally clear and orderly presentation of data. If facility in addressing groups is important

to his job, this can be developed by the same methods used by other young executives, such as Dale Carnegie courses, Toastmasters Club and taking advantage of every opportunity to practice by being active in service and civic groups. Also the use of the tape recorder gives opportunities for self-criticism.

Another great value of membership in professional organizations is that contacts made there are often the first step toward employment. If, even as a student, the young blind person has attended the meetings and conventions of his chosen profession, he is likely to be known to at least a few people who could use his talents and training. If, in this less formal setting, he has made a good impression, has shown himself to be fairly independent and socially competent and to have some insight with regard to the material of his profession, there may well be job opportunities waiting for him when he graduates. The meeting gives him an opportunity to show his mobility, the fact that he manages well at table, his grooming and ability to dress suitably. Having observed him in various settings throughout several days, potential employers will not have to worry about these points. And, of course, many professional organizations maintain clearing houses for employment for all their members. This provides one of the better ways to learn where job opportunities exist.

The personal resumé

In seeking employment in the professions or in more responsible positions in the business world, the resumé of the individual's personal, educational, and work history is often very important. In many cases, it gives the potential employer his first impression of the applicant; if this is not a very good impression, the applicant will probably never be seen in person. A poorly written, disorganized, or sloppy-looking resumé will probably bring an immediate end to the contact. It is therefore very worthwhile to expend some time, effort, and even money on making up a good resumé.

All resumé's should include the following information: Name; address, both permanent and temporary (if there is a temporary address); telephone number, including a number at which messages can be left if the applicant is not at home; and personal data which is usually age, marital status, and number of dependents.

In a standard resumé, the next heading is likely to be "Physical Defects". Here the blind applicant should state the facts of his visual difficulty simply and clearly, but he should also try to state how he plans to deal with those problems resulting from blindness which would be most likely to hinder him on the job. A salesman, for example, might add to his visual statements the fact that he travels independently.

The next section of the resumé should give the most pertinent educational information, usually starting with high school, but possibly starting with

college if the individual has advanced degrees. For college-level training, both the degree and the major study should be given, as well as the name of the college or sub-division of the university granting the degree. If appropriate, and especially if the individual is a recent graduate, position in the graduating class or honors won may be mentioned. Any additional special courses relevant to the job should be listed.

If other activities seem relevant, these may be listed as additional qualifications. For example, membership in honorary fraternities might give evidence of scholastic success, membership in social fraternities and particularly leadership in social fraternities might give evidence of inter-personal skills. Special activities such as debating team might be important to positions requiring public speaking. Prizes won for activities related to the job should be mentioned. Membership in community organizations may also appropriately be mentioned and again this is especially desirable where leadership has been demonstrated, such as "President of the P.T.A."

The applicant recently out of college will write up the educational and activity aspects of his resumé more fully than will the older applicant with more work experience since it is chiefly through these aspects of his history that he can be known (see Sample A). The older applicant with some years of work experience would merely state his college and degrees, his position in the graduating class if this was outstanding, and honors relevant to his profession. He would state his current membership in professional associations and possibly in community activities where he had some position of leadership, but he would manage all of this in a minimum of space.

For the applicant who has considerable work experience, the statement of this experience is likely to be the most important part of the resumé and the page should be so arranged that most of the space is given to this. At least two forms of organization for work experience are acceptable: 1. Organization by employer (see Sample B). In this form the dates of employment for a given job appear at the left. At the right are the name and address of the company, and an indication of the products if this is not evident from the name; the title of the position held by the applicant and the name of his immediate supervisor; a brief description of the duties and responsibilities of his job; and a statement of his reason for leaving. 2. Organization by job content (see Sample C). The second form differs from the above only in that the statement of job content is organized below the list of employers in such a way as to highlight the variety of experience and the way the job was carried out, rather than emphasizing in which of the several positions the particular experience was gained. This form is particularly desirable where the individual has had two or three jobs with almost identical duties and responsibilities, a circumstance which would require much repetition if the first form were used.

PERSONAL RESUMÉ

Name: Carter, Arthur B.

Address: 123 Yale Road, Cynwyd, Pennsylvania
 Telephone: MO 4-1234
 Office—EV 2-2000, Ext. 123
 (until February 10, 1962)

Personal Data: Age 28, Height 5' 11", Married—1 child, Health—excellent

Physical Defects: Legally blind since early childhood. Have sufficient vision to get around familiar places without aid. Proficient in braille and typing; experienced in working out filing systems, etc., without changing normal office procedures.

Education:

1953-1957	Hamilton College, Clinton, New York—B.A. degree Major—Psychology, Minor—General Science. Small liberal arts college.
1957-1959	Temple University—Master's Degree—Clinical Psychology. Courses included interviewing techniques, testing, statistics, clinical practice, research problems, personality theory, group dynamics. During this time I took additional courses in the counseling and guidance graduate division dealing with phases of rehabilitation and vocational counseling.
1959 to present	Temple University—candidate for Ph.D. in Clinical Psychology. Expect to receive degree in June, 1962.

Additional Qualifications: Honor graduate—undergraduate school, Phi Beta Kappa
 Psi Chi (national honorary psychological fraternity)
 Vice president—social fraternity
 College choir
 Student committee on commencement exercises

Associations:

Professional:	American Psychological Association Personnel and Guidance Association National Rehabilitation Association
Other:	Hamilton College Alumni Association Fraternity Alumni Association

Experience: (All experience to date has been associated with my graduate studies.)

1958-1959	15 month internship in psychiatric setting Pennsylvania State Mental Hospital—counseling and testing with supervision, greatest time spent with those patients about to be released.
1960	5 months in Central Referral Agency and their affiliated workshop. Interviewed, planned training, worked with staff including medical director, social workers, etc.
1961 to present	V. A. Hospital—rehabilitation counselor working with newly blinded veterans. Work includes psychological evaluation, vocational planning, testing, presentation of cases for vocational planning to staff meetings, research, and supervision of patients in hospital training program.

Remarks: My present goal is vocational and rehabilitation counseling, in a hospital setting, with long range desire for supervision and administration of same.

PERSONAL RESUMÉ

Name: Frank, Donald E.

Address: 2222 Elm Street, Rosemont, Pennsylvania
 Telephone: AB 2-1847
 Office—CA 9-4500

Personal Data: Age 32, Height 6', Married—2 children, Health—good

Physical Defects: Totally blind since age 8, travel independently (30,000 miles air travel last year) with aid of Seeing Eye dog. Have found it useful to train secretary-assistant in elementary braille for labels in files.

Education: 1946-1950 Dartmouth College, Hanover, N. H., B.S. in Physics
 1950-1952 University of Pennsylvania, M.S. in Mathematics, plus additional courses in electronic engineering
 1952 to present Working toward Ph.D. in economics, but not on a regular basis

Associations: Senior member Institute of Radio Engineers
 American Institute of Electronic Engineers—sub-committee head
 Engineering management association
 Phi Beta Kappa
 Working member of political party

Experience: 1952-1955 Excel Corporation Laboratories, Williston, Massachusetts. Manufacturers of business machines. Hired as member of design team for office calculating machinery, but soon became a part of the planning group for their first commercial electronic computer. Saw this from theoretical idea to the final engineering and manufacturing phases. Left for position offering more economic security.

1955-1957 ABC Electronic Computer Company, Lakeside, New Jersey. Senior Computer programmer and member of computer design and research group. Much time spent in supervising programmers before this became a job for a technician rather than a professional person. Some time in the actual development of new computers until ABC became part of Ideal Business Machines, Inc.

1957 to present Ideal Business Machines, Inc., Purdue, Pennsylvania. Present job falls into three categories: (1) Administration of a department of nine professionals and a secretary, doing technical work which cuts across physics, economics, and several branches of mathematics. A great deal of time is spent in normal tools of the administrator—attending meetings, responsibility for salary administration and control of activities within my office, and technical help to the other members of the department. (2) Research in systems in the computer sense. My own technical work is analytical in nature and requires keeping up with all pertinent technical publications. (3) Liaison with administrators of our customer companies and quite often with government personnel. Am responsible for maintaining proper ethics when working on a government contract.

Remarks: My present goal is complete management of a research center, either in private industry or a government agency. My association at Ideal is entirely satisfactory and am looking only for a position of much greater challenge and responsibility.

Sample C

PERSONAL RESUMÉ

Name: Frank, Donald E.

Address: 2222 Elm Street, Rosemont, Pennsylvania
Telephone: AB 2-1847
Office—CA 9-4500

Personal Data: Age 32, Height 6', Married—2 children, Health—good

Physical Defects: Totally blind since age 8, travel independently (30,000 miles air travel last year) with aid of Seeing Eye dog. Have found it useful to train secretary-assistant in elementary braille for labels in files.

Education: 1946-1950 Dartmouth College, Hanover, N. H., B.S. in Physics
1950-1952 University of Pennsylvania, M.S. in Mathematics, plus additional courses in electronic engineering
1952 to present Working toward Ph.D. in economics, but not on a regular basis

Associations: Senior member Institute of Radio Engineers
American Institute of Electronic Engineers—sub-committee head
Engineering management association
Phi Beta Kappa
Working member of political party

Experience: 1952-1955 Excel Corporation Laboratories, Willistown, Massachusetts. Manufacturers of business machines. Designer of office machines and computers. Left for position offering more economic security.
1955-1957 ABC Electronic Computer Company, Lakeside, New Jersey. Senior Computer Programmer and member of computer design and research group. Began to work for Ideal Business Machines, Inc., when ABC became part of it.
1957 to present Ideal Business Machines, Inc., Purdue, Pennsylvania. Administrator of research group.

Administration: Have directed up to 15 programmers, planning and assigning the work, assisting in the solution of problems and checking closely for efficiency and accuracy. General supervision of key punch operators and supporting clerical workers. Currently handle all administrative duties for a department of nine professionals doing technical work which cuts across physics, economics, and several branches of mathematics. Responsible for salary administration and total control of activities in my section.

Research and Design: Have been a member of the design groups of 40 electronic computers, starting with the theoretical work and following through to installation and application problems. Continually carry on research studies chiefly directed toward analysis of systems and use of computers in commercial applications. Constantly cover technical publications pertinent to the field.

- Liaison:** Frequently work with staff of customer companies and government agencies in determining specific needs, working out the details of installations and solving problems during the use of the computers. Responsible for maintaining proper ethics when working on a government contract. Act as technical advisor to members of other departments within present company.
- Training:** In early days of large electronic computers trained over a hundred men to become programmers, teaching training courses in theory and practice.
- Remarks:** My present goal is complete management of a research center, either in private industry or a government agency. My association at Ideal is entirely satisfactory and am looking only for a position of much greater challenge and responsibility.

It is well for every resumé to conclude with a brief statement of the type of position or positions in which the applicant is interested, and why he feels qualified for these.

All of the above should be stated just as briefly as possible. The ideal length for a resumé is one page, but it is recognized that in some cases the work experience cannot be stated within this space. The resumé should be very neatly typed, mimeographed or even printed if a large number are to be sent out. Good quality paper should be used, both for the resumé and for the envelope in which it is mailed. If neatness and good appearance are achieved for the resumé itself by some form of good duplicating process, it is still very important to keep neatness in mind in preparing the envelope. Clear, even typing is essential and if possible the envelope should be addressed directly to some person, not just in the company name. It may be addressed to the personnel director or to the head of the department in which the applicant hopes to be employed. Or in the case of a small organization, such as a law firm, it might be addressed to the head of the organization.

The question is often raised whether a photograph should be attached to the resumé. This is largely dependent upon whether the applicant's appearance is a real asset and upon whether public contacts are involved in the job. In the latter case, many companies do not consider an applicant unless they do know how he looks. If a photograph is enclosed it, too, should be of good quality and should have been taken recently so that it correctly pictures the individual's present appearance.

This section might be summarized by saying that while all resumé's need not follow one exact form, the information listed above should always be included and the impression made by the resumé should be one of quality, integrity, and good organization. The applicant should always try to put his best foot forward, as it were, should always try to sell himself but he does this by emphasizing all his assets, not by omission or denial of his visual defect or by any other misstatement. Many companies regard a misstatement on an application or resumé as ample grounds for dismissal even if it is not discovered until months after the individual was employed.

The employment interview

In the face-to-face contact of the employment interview, the applicant has another chance to sell himself, but again integrity is of vital importance. The individual must be prepared to back up every claim with performance either in immediate demonstration or ultimately on the job. Interviewers tend to be suspicious of applicants who claim that they can do every aspect of the job perfectly, even if those applicants can see; a realistic statement of what he believes he can do is even more important in the blind applicant.

Composure and poise during the interview are important to every applicant, but may, understandably, be more difficult for the blind applicant to maintain because he may feel his opportunities are fewer and he is therefore more intensely anxious to make good in the interviews available to him.

This anxiety he must try to hide, but he should be careful not to hide it under a flow of language. A very bad impression is usually made by the applicant who talks too much, who anticipates questions and answers them without their being asked, who protests his ability where it has never been questioned. Let the interviewer lead the conversation—this is his job. It may be a good idea for the blind applicant to think through how he will answer all the objections and doubts he fears may be in the interviewer's mind, but he should not offer his justification before the doubt has been expressed or he may plant a few that were not originally in the interviewer's mind. In general, talking too much is a sign of nervous tension and while some degree of this is understandable in any applicant, showing too much of it does not help to open the door to employment.

It is very desirable for the applicant to know a good bit about the organization to which he applies—its size, its products or services, whether it has branches and where they are, how old it is, and even something of its history and the nature of its organization. This is important, not because the applicant should make a point of displaying such knowledge in the interview but because it will often save him from asking foolish questions and may enable him to emphasize those aspects of his own qualifications which best fit the particular company.

The applicant should also have a rather clear concept of where he could fit into the organization, the position or positions he thinks he could fill. No applicant should ever walk into a personnel office and say, "I don't know what I could do for your organization, but I will try whatever you give me a chance to do." Only an employment manager who is desperate for workers would take such formless material and try to shape something out of it. It is the applicant's responsibility to know what kinds of people the company might need and which kind he himself is. This does not mean that he should refuse an alternate suggested by the employment manager, of course, but it gives a firm starting point to the discussion.

It should go without saying that appropriate dress, excellent grooming, and good posture are essential to making a good initial impression during the interview. Every effort should be made to manage with a minimum of dependence upon others, even if this requires practicing travel to and from the organization's offices several times before the actual interview. The braille slate, stylus, and paper (if braille is used) should be tucked away in an inner pocket, ready for immediate use should it be necessary to make a note of a name, address, or other information which might be given during the interview. A businesslike promptness in keeping an appointment is absolutely essential if a specific time has been set for the interview. It is also important for the applicant to sense when the interview is over. A lack of feeling for time—and especially a lack of feeling for the importance of time in the business world—is a very undesirable quality in anyone. Every busy person dreads certain people with whom he must deal because these people keep him on the phone for long periods of time or talk on and on in his office with no sensitivity for his restless desire to get back to his work. It is especially important that the blind person should not become one of these.

Finally, if the interview ends with the statement that the potential employer will call the applicant when an opening occurs, the applicant should accept this gracefully. However, he may write once or twice, or telephone once or twice at discreet intervals to remind the employer of his continuing interest. These notes or calls are especially appropriate if the applicant can think of some additional point to make regarding his qualifications for the position. These reminders should be handled in a polite and businesslike way and the applicant should be careful never to make a pest of himself—a result which too numerous telephone calls can easily achieve.

Section II
THE PROFESSIONS

Chapter 6

MATHEMATICIANS

1. *Job descriptions:*

For all but one, the work centers in computers. Three actually are programmers, three are liaison people emphasizing chiefly theoretical mathematics and working between the research workers and the programmers. two are supervisors and administrators of departments as well as being systems designers. One is an engineer and mathematician who works on problems in space mechanics.

Programmers

Their activity involves the translation of a problem into "machine language." The nature of the problem may vary greatly from such things as inventory control for the Quartermasters' Department to the range of ballistic missiles. In some cases, a mathematician has already outlined the general procedure to solve the problem, in other cases, the programmer may be given the problem with little instruction regarding how to solve it. In the latter case, he must, of course, start by deciding, on the basis of his own knowledge of mathematics, and of the potential of the computer to be used, the best general procedure to follow in order to solve the problem.

The next step is to reduce this problem to a basic logic through making flow charts which show in great detail the exact steps the electronic data processing equipment shall take, the route of each element of the problem through the machine. These charts must be coded or put into "machine language." Flow charts may be made on prepared forms if the individual has sufficient residual vision to use them. Another acceptable way of making a flow chart is in braille on 3x5 cards. Each card then represents a block on the flow chart and is coded to show what action the machine shall take and which block shall follow.

Up to this point then the programmer has: thought through how to solve the assigned problem; made up in braille a series of cards or otherwise shown in detail each step to be taken by the machine; put those cards or steps in order, such order being called the flow chart.

Usually the next step will be a test run to disclose and eliminate any errors. For this the programmer must devise data to test every possible contingency in the program, have the instruction or program cards made up by key punch operators, and have a test tape made. Ordinarily the programmer himself would not do the key punching or making of the test tape, regardless of whether he was visually handicapped.

The programmer does usually make a typed copy of the program, and one of the three programmers studied retains sufficient vision to write his machine instructions on a prepared form with the aid of a telescopic lens.

When the programmer has checked the work of the key punch operators and has a test tape ready, he requests time on the computer and works the data through the machine just as if it were live material. To do this, he goes to the computer room, gives the typed program to the operator, and sitting beside the operator at the console checks the progress of his material through the machine. In doing this he uses his own braille copy of the program. The operator interprets the lights on the machine for the visually handicapped programmer, something he would often do with seeing persons anyway. If any errors are disclosed, the programmer must correct these. Then the program is complete and can be used with live material. However, should any difficulty arise when it is used with live material, the programmer may again be called in to solve the problem.

In order to do the above job well, programmers often do some of the following: familiarize themselves with the type of problem likely to be assigned to them by reading reports and relevant data; analyze systems; visit actual operations where systems are being used, talking with the people in the offices and determining how they do their jobs; analyze results of present systems and determine how they can be improved through use of computers; confer with other staff members concerning programming problems; refer to manuals and journals for relevant information.

These men do not supervise anyone.

All three are supervised by the chief programmers or by similar group managers who assign the problems on which they are to work, act as resources when they need additional information or help, and from time to time check their flow charts. However the chief supervision seems to come from whether the programmed material yields the correct results when used in the computer.

Mathematicians

These men have the following functions: they act as advisors and liaison people between research workers and the computer staff of their particular laboratories; they consult with research people on the design of their experiments and the proposed design of the statistical and mathematical analyses that will be carried out on the data when they are collected. They know what their computers and auxiliary equipment can do and therefore evaluate the feasibility of using a computer for a given problem and help to set up the experiment to make optimum use of the computer equipment. They may also actually work with the

mathematical adaptation and application of problems given them by other scientists in the laboratory.

When the data are ready to be turned over to the programmers, these men advise the programmers with regard to the procedures to be used and may supervise the programmers in actually working out the flow charts and getting the data analyzed. They may check the work of the programmers. They sometimes do programming themselves, but are chiefly concerned with the mathematical derivation and translation of the expressions into terms which are appropriate for programmers to take over.

They may do research of their own in varying areas of applied mathematics. They also write reports of their work and reports on statistical procedures either for publication or presentation at conferences.

Directly or indirectly these men supervise the programmers who carry through their mathematical plans, often acting more as advisors than as supervisors in the administrative sense. One also has an aide to whom he assigns routine work and who does his reading for him.

Although reporting to administrators from whom they receive assignments and requests for service, none of these men seem to receive much direct technical supervision. Their work is checked by the success of the plans they make or the advice they give. They seem to be specialists to such a degree that few around them would try to tell them what to do.

Administrators

These men are the supervisors or "project engineers" of systems and programming groups. They select, hire, train, assign work to, supervise, and check the work of ten to twelve persons who are mathematicians, programmers, computerists, technicians or secretaries. On the basis of their background as mathematicians and their superior knowledge of computers they decide which of their staff shall do each job, train them as far as necessary. They check their accuracy largely through the results they get. For example, they know that certain trends should appear in a group of numbers but the person working on them may not know this. If, when the numbers are read to him, the trend is evident, the supervisor knows the work is correct.

They also have administrative duties such as attending meetings and checking time cards although a good bit of the latter may be left to a secretary. One checks time cards by having the secretary read them to him; he knows whether the number of hours and the charged number for the job are correct and he must be sufficiently familiar with just what his staff is doing to know this. He administers vacation periods and overtime. He must determine whether a given job is going along well and if not, why not. He may put on more men to speed up a job or help to solve technical problems which are bogging it down. He keeps evaluating the answers from work done by his staff and when an

answer is not right, he finds out why; if he feels the staff member has the situation well in hand, he leaves him alone. Since each job is much involved with all the others, he can do a lot of checking by talking to other people and often can find solutions to whatever is wrong in this way.

These men also see that their companies are complying with the contracts under which work is done, act as liaisons with the customers and make contract adjustments requested by the customer. Reports are prepared regularly, usually dictated to the secretary who may be called upon for related details. In one case, the secretary maintains the financial records for the office, in the other, the major financial records are maintained elsewhere. One is required, each month, to prepare a "projected work load" report for management; usually he does this himself but he may consult his manager for evaluation of projects coming in.

Supervision is related chiefly to the administrative aspects of the work. A manager advises concerning policy, procedures, and new work likely to be assigned. On the technical side, in general, the success of the project provides automatic supervision.

Engineer-Mathematician

This man says he simply sits at his desk and works on mathematical problems eight hours a day. He uses a braille typewriter and a tape recorder and when someone gives him a problem to do he uses either of these to record the data. Then he works the problem out in braille and dictates his report to a secretary to be written up. He specializes in problems in space mechanics. The problems come to him through his supervisor who acts as the liaison with other people in the company or with government organizations which may want problems worked out. This supervisor may also discuss problems with him, may to some extent check his work, but does not in any very active sense direct him. He uses no other equipment and does not regard himself as supervising anyone. However, he does use the services of a secretary at times and it appears that he can use engineering aides to do routine calculations for him if appropriate. He says that he formerly used a Friden calculator which he adapted but it was not convenient.

2. Employers:

Three of these men work for branches of the federal government, three for industries, and three for universities.

3. Hours of work:

In theory, all work roughly a 40-hour week. However, their hours are often largely under their control.

4. Assistance with their work:

The chief help needed is in reading. A good bit of reading must be done including reports, forms, relevant literature which indicates new procedures and material which must be analyzed in order to understand their assignments. Where the material is not confidential and is lengthy, it may be taken home and read by the wife or friends outside the plant. Briefer and confidential material is read by a secretary, an aide, or a fellow staff member, directly or through tape or disc recording. In handling correspondence and filling out forms either an aide or the secretary assists. In checking the work of those supervised, the individual being supervised commonly reads the material aloud. One individual has had manuals and certain reference material brailled by the volunteer services. This same person has also paid college students a dollar an hour to read reference materials on tape in order to make them available.

In connection with making notes on telephone conversations, one states that when the material is somewhat complex, he may dictate it to his secretary as it is said to him over the phone. If he feels the material is too technical and too detailed for the secretary, he asks one of the programmers to get on the phone and write it down.

One has long calculations done for him by the secretary or other staff members.

In one case, the secretary has learned braille so that she can put braille labels on material to be filed.

One supervisor sometimes uses his manager (actually his own supervisor) to assist in a search through procedural manuals for information he needs. As he puts it, this is a time when he "needs an intelligent pair of managerial eyes."

Several of these men of course have their typing done by a secretary but this is not particularly because of their visual handicap; in most cases secretaries would do this work.

The one activity on which there is some difference of opinion in the group with regard to the feasibility of it being done by a blind person is the actual running of a program through the computer. A seeing programmer can apparently do this for himself and at any rate would certainly sit beside the regular machine operator and observe the lights which indicate what the machine is doing. At least one of our interviewees flatly states that a blind man cannot do this aspect of programming because he cannot see the lights. However, three members of the group state that they regularly sit beside the operator and have him tell them what the lights are doing. The operator follows a typed copy of the plan while they follow a braille copy, and apparently this works out very smoothly.

Apparently one of the things which makes this work attractive to some of these men is the fact that it can be done so independently.

5. *Gadgets and special solutions to problems:*

Braille:

Although all these men do a good bit of calculation mentally, five of them specifically mention the use of braille slate and stylus to derive mathematical results, one using a Taylor Code of his own modification. One brailles 3x5 cards in order to make up his flow charts. One uses the Treni cubes.

Calculating machines:

Two use Marchant calculators with braille dials.

Recorders:

Four use tape recorders, at least for reference material, and one indicates he develops reports and memos into the form in which he wants them by using two tape recorders alternately, dictating, listening, and re-dictating. Other standard office equipment used by at least one interviewee is the Stenorette, the key punch machine, the typewriter. One indicates that he prepares rough drafts of reports and papers by typing them for himself but must have secretarial assistance to read back what he has typed in order to get the final draft.

Special tools:

One uses a T square and board in order to keep his lines straight in making flow charts.

6. *Travel:*

Five say their work requires travel only to and from the place of employment. One frequently travels within a radius of 500 miles. He uses a guide dog which he regards as quite essential in view of this demand for travel. Three others make occasional trips of considerable distance; two of these have travel vision while the other uses a cane, apparently quite independently. Two men for whom distant travel is never required rarely go without seeing guides.

These are all rather young men who seem to take travel rather lightly. When a particular demand is made of them, they work out a way to meet it, but independence of travel for its own sake does not seem to be an important part of their self-concepts. Their success does not in any large measure depend upon it.

7. *Professional groups:*

Three state that they are not members of any professional or civic group. Two have been quite active in fraternities and veterans groups.

Four are members of associations specifically related to their professional work and one of these is very active and has demonstrated leadership.

This does not seem to differ greatly from the pattern one might expect in any group of men of this age and ability level.

8. Interest and counseling in their profession:

This group differs from most of the others in our study in that all its members were blind when they entered upon this profession. None are here by the chance of having been known and successful in the work as seeing persons. Some were directed toward the general field of mathematics if not toward their present jobs by teachers at either the high school or the college level. Some made the choice simply on the basis of their liking for mathematics. One was attracted by publicity material for the computer field. One drifted into it merely because it was a job he could get, and one seems to have entered the work largely to prove that he could!

There is very little evidence of formal counseling toward the specific jobs they now hold but a good bit of rather general counseling and encouragement toward some way of using mathematics in science or industry.

9. Other work experience:

Five of this group have had no other work experience. Two had brief jobs which did not relate to their present work and gave them no real experience. Two had some experience as college teachers.

Five of these men were hired before or very shortly after they completed their college work. They seem to have applied through the ordinary channels, were interviewed by industries who send recruiters to colleges, or were recommended by someone who knew their college work.

Two took Civil Service examinations to obtain their jobs.

One was aided by the agency for the blind and placed while in graduate school, and one was referred by a friend who obtained the interview for him.

10. Time to attain proficiency:

The programmers seem to attain proficiency within about two months, sometimes a bit less. The engineering mathematician also states that within two months his supervisor was satisfied with his work. The mathematicians in the computer field vary in their responses, perhaps not so much because of individual variations as because their work setting varied. It would appear that the best way to shorten this time would be to gain relevant experience in some way before getting on the job.

11. Field work, licensing:

No field work, internship or license is required. In the case of Civil Service appointments, the standard probationary period, usually 6 months, applies.

12. Education:

The group includes three Ph.D.'s, two with master's degrees, and four with only the bachelor's degree.

In only two cases was the major study mathematics but three others had minors in it. Two majored in physics, two in psychology, two in industrial management, and one in philosophy, but went back for a master's in mathematics.

The computer field seems to be such a mixture of mathematics, especially statistics, physics or electronics, and systems planning that people with rather varied backgrounds can adapt to its demands.

There is much emphasis from nearly all of these men upon getting as much education as possible and especially getting as much mathematics and physics as possible. Some also suggest accounting courses and management courses. One says he learned that if a person could read well, he could learn anything; therefore polishing the reading skills is very important. Another feels that it is possible to develop and that the student should develop the ability to calculate mentally.

13. Demands of the profession:

Several stress the importance of good appearance, although not beyond what is expected of anyone who meets the public, any young executive.

They do not feel their profession calls for unusual energy. They feel it is important to be able to get along with people, but probably not more important than in other professions.

14. General advice:

Several of these men definitely recommend mathematics as a field for visually handicapped persons. One indicates that he had been advised by the agency for the blind that the exact sciences were better than the social sciences because one had something more definite to offer an employer; however, he adds that you cannot stop learning when you leave college.

One emphasizes the importance of social skills, travel, lack of blindisms, making seeing people at ease and comfortable.

15. Psychological portrait:

In this group there are at least two distinct levels of function.

The three programmers are doing work which is often done by persons

without college education. It is true that if the programmer is merely given very broad instructions, he may need a great deal of knowledge of the work of the organization for which he is programming as well as, in all cases, a good knowledge of what his computer can do; also, he would need a real ability to think with mathematics and he would be free to use considerable originality in planning his program. The only one of our programmers who has been in the work for several years seems to be functioning at this rather demanding level. He visits different plants to analyze their systems and has several service people of fairly high rank under his direction. He speaks of his work as varied and challenging. Also, he may be the more inclined to be content with his job because he has two secondary handicaps in addition to blindness.

When the programmer is definitely instructed by a higher level mathematician regarding the way to approach a given problem, his work becomes relatively routine and cannot be regarded as more than that of a technician or specialized office worker. At least one and possibly two of our programmers appear to function this way but in both cases they have been employed only about a year and so the rather routine nature of their jobs may stem from their own lack of experience, not from blindness or from anyone's wishing to limit them on the grounds that a blind person could not do more. At least one of these men is quite dissatisfied with the routine nature of his work.

Information from authorities in the field as well as from our own interviewees indicates the following: The work of the programmer is tedious, full of demanding details and harassing because of its requirement for absolute accuracy. One incorrect bit in the plan may cause great trouble and, depending on the nature of the program, great waste of money. An individual who does not enjoy a lot of irksome detail, an individual who is not by nature a "perfectionist," is likely to be very unhappy with such work. Moreover, although there are opportunities for planning the program in different ways, and it is often said that no two people would plan a program in exactly the same way, these variations are more likely to reflect variations in efficiency than variations in personality. Consequently the programmer rarely finds in his work that satisfaction of self-expression, that feeling that his own personality is showing through, which rewards most people who do creative work. This is an extremely impersonal job.

Finally, counselors who are considering directing clients into programming should be aware of at least two trends in the industry:

- (1) The big computers have been and still are something of a fad. Many organizations are better served by simpler equipment and some which invested in computers have already had them removed.

- (2) The approach to programming is already changing. The "machine language" of which our interviewees speak is usually a binary number system—nothing but a combination of 1 and 0. In scientific computer installations the programmer often has the additional responsibility of

changing his standard numerical data into the binary system. However, most commercial computers are already set up to do this for the programmer. Indeed, a whole new approach appears to be developing which was stated by one of our interviewees who is a leader in the field as: "I don't require flow charts because in the newer techniques of computation, flow charts are not used any more. This is something the field has not caught up with yet. There are other techniques for flow charts that are much more efficient, a technique of notation which is not generally known and which is quite complicated. I do this notation myself in braille. It is not just a question of notation, but an adaptation of the switching theory." This implies that the future may hold little opportunity in what is now routine programming. The job of the future definitely can be done by a blind person—it is being done by a blind person now—but only by a very able person, seeing or blind.

Another change in programming procedure is COBOL (Common Business Oriented Language), the practicality of which has recently been demonstrated. COBOL basically is a programming system employing English words to instruct a computer. This system promises a number of advantages, one of which presumably will be the simplification of programming.

Six of our interviewees appear already to be in this higher level of function where mathematical theory is of great importance. Most of these people combine physics, electronics or engineering with mathematics. This combination seems to offer and apparently will continue to offer considerable job opportunities. On the basis of information obtained through several people who in this study are described among the scientists rather than among the mathematicians (it is often difficult to know just how to classify these people), it seems well to add that the mathematician-physicist who also has some knowledge of psychology has still more valuable job preparation. Much basic research will of course continue in the purely laboratory setting but where mathematics is applied in business and industry the most advanced approach combines the human element with the planning of programs and equipment. Success in this work requires breadth of interest and training, especially in interviewing and sometimes in counseling people, a tremendous flexibility and great imagination. Since no one man is expected to have all the skills for this complex systems work, much teamwork is involved and the successful individual must be capable of working with a team, carrying his own responsibility without a lot of direction, and contributing original material without disrupting the team by insisting upon a lot of personal recognition.

We do not, however, overlook the pure mathematician for whom there is some demand in industry and probably still more in the research laboratory. He is likely to be the opposite of the above—content to accept problems from others but to work them out pretty much by himself, a relatively lonely job where the chief satisfaction comes from intellectual exercise in a numerical medium.

Chapter 7

SCIENTISTS & ENGINEERS

1. *Job descriptions:*

Physicists and electronic engineers

Although these men variously term themselves physicists, electronic physicists, or electronic engineers, if they are to be grouped at all it seems necessary to group them together. On the other hand, they do work so varied that there might be some argument against making any grouping. With one possible exception, their work is highly original, whether practical problem solving or very theoretical research.

The following is a list of most of the activities reported by the group and numbers at the end of each item indicate the number of persons mentioning this type of activity.

Acting as consultant with regard to problems in the application of electronics as these problems are presented in industry, research laboratories, or even in amateur radio work—6

Design of special devices, circuits, equipment, etc.—7

Testing electronic and related equipment using various meters and procedures and recording the results—8

Supervising engineers and technicians who design, develop, test, or evaluate electronic or electro-mechanic equipment—3

Write reports, directives and specifications—6

Read and evaluate the relevancy of technical literature—5

Analyze problems and plan solutions fitting particular needs—5

Perform calculations based on research or test data—4

Study the behavior of radioactive material—1

Do satellite tracking and studies—1

Teach radio theory and practice—2

Act as editor for technical magazines and/or tapes for blind technicians and scientists—2

It is quite clear in evaluating the responses of seven of these men that they are valued chiefly for their capacity to apply highly specialized knowledge to the solution of problems. Some acquired their highly specialized knowledge through academic training, including one with the Ph.D. degree, while others acquired their specialized knowledge from practical sources—in one case essentially a hobby. They often find it difficult to describe their job content apparently because so much of their time is spent in thinking, rather than in doing. Only occasionally do most of them work on the circuitry or use the test meters, but they often make a point of the fact that they can do this.

Even where they have supervisory responsibilities they are inclined to add that they have "projects of their own," studies on which they put a fair amount of time and about which they will eventually write reports or papers. In sharp contrast, one of these men does a highly specialized kind of testing and research, and in his case, the testing seems to take very much more of his time than does the research. He is frank to say that this is a demanding job because of the extremely accurate detail with which he must work and the small size of the materials involved. It is also an irritating job at times because of its repetitious sameness despite the fact that it is very complex. He feels that because it takes so long to learn this job fully and because it tends to bore those with adequate educational preparation for it, he will be safe in the job as long as he wants to hold it even though, with diminishing vision, he may be less efficient.

One member of the group is a person with a double career since he is also a college professor. Because of the unusual scientific nature of a considerable part of his work—for which he is probably better known than he is for the fact that he is a professor—he has been included in this group for his work on electronics but is also discussed in the group of college professors for his teaching.

Three of these men retain some vision, think their work would be more difficult if they were totally blind and that there might have to be some changes in the way they do it. None is completely negative about a totally blind person doing it.

Mechanical engineers

The activities of two of these men center in the inspection process. One man in a large machine shop doing government work decides whether rejected parts can be repaired or whether they should be thrown away. These parts vary greatly in size and some are very complicated. If rejected, a report must be written explaining the rejection, otherwise a disposition report must be written telling how to repair the part. In doing this, he may use a variety of tests and measuring equipment.

The other develops principles used in machinery for ball bearing inspection. He is not the operator nor the supervisor of any machine. Rather he discovers the needs the company has in the making of the product and tries to develop ways to satisfy the need. He designs and supervises the building of specialized machines and tries to solve problems which may arise in their use.

The third mechanical engineer has a specialized job relating to purchasing.

There is no similarity in the work of these three men and they are grouped in the present discussion only as examples of how a blind person can use training in mechanical engineering. With the aid of

magnifiers the first man actually functions pretty much as a seeing person and states that he does his job without special assistance. The second man lost his vision after he was well established with his company and was retained through the aid of the agency for the blind. The third man was well established with his company and knew their products before his visual loss but sought his present work assignment when aware of his unfavorable visual prognosis in the belief that his job could be done without vision.

Human factors scientists

These men describe their jobs as involving the "marrying of the man with very complex machines." They are part of a very advanced concept in systems planning and to date most of this work has been done for the military in various weapons systems. However, industry is becoming interested and there will probably be a great increase in non-military applications, such as library systems, supermarket systems, etc. This may be the revision of a current system of getting work done or the planning of a new system for some work never before done.

In revision of current systems all aspects of the present way of working are studied in great detail—the equipment used, the records kept, the flow of work and of course the people involved. This study is done by a team, each member evaluating his special area. Both of the interviewees in our study happen to have psychological or rehabilitation backgrounds and they are valued for their combination of knowledge of people and knowledge of electronics, the latter knowledge gained in both cases more or less as hobbies, special interests. In general the goal is to use a computer in the control of the system but in some cases analysis of the organization indicates that a computer would not be the wisest procedure; i.e., simpler equipment would do a better job. The team therefore includes in addition to the "human factors scientist" who has a background in psychology, an electronics expert or physicist, a mathematician or statistician and perhaps other specialists depending upon the application—for example, a business administrator in a business application.

Having studied what must be accomplished in a given application and how it is presently accomplished, this team develops and recommends a new system using the computer or other appropriate equipment.

The daily activities of our interviewees may include observing workers, interviewing workers, reviewing records, policy manuals, job descriptions, etc. They may actually measure human reactions, the speed with which the elements of a given job are done, but usually this kind of thing is handled by requesting a time and motion study from a technician. The team spends a lot of time in conferring, inter-

relating their findings and of course planning the new procedures. It may be necessary to read blueprints, schematics, charts of various kinds. It is necessary to make some records, to take some notes and usually to dictate these details for later use. A full report is finally developed by the team.

Both of our interviewees retain enough vision to read ink print with the aid of special lenses. They both say they are slower at this and must therefore put in more hours. They can get some general material read by a wife or a reader at home but most of the material is confidential, cannot be taken out or even read within the plant unless the reader has been screened for security. This would raise some problems for a totally blind worker. Both men are able to take their own notes in grease pencil or similar heavy pencil but say such notes could be taken in braille. Both are able to read a stopwatch if they must but do not do this often. One is a supervisor, the leader of a team, and can better control his sources of aid and information than the other who is new at his job.

Supervision in the sense of specific direction seems non-existent. The team is given a job and must, among themselves, work out a way to get it done effectively, with each man taking his part. One of our interviewees himself supervises or leads a team, the other is often responsible for consultants. Their hours of work seem to be whatever is necessary to get the job done and there is much travel.

Supervisors

These men have in common only the fact that all are supervisors. They are also specialists: a biologist in a fish and wild-life service, a research chemist specializing in polymers, and a bio-chemist who is a world authority on nutrition. All entered their fields and were well-established before their visual loss.

All these men are totally blind but the man in wild-life service employs a seeing person as a full-time special helper.

2. Employers:

Six of these men work for some branch of the government, six for commercial or industrial organizations, four for foundations or educational institutions. It would seem that the blind scientist can hope for employment in any kind of organization which has use for any scientist. His chances are not markedly better with one type of employer than with another.

3. Hours of work:

All regard themselves as having typical work hours but most of them give a great deal of their personal time to reading. Many of them mention

the fact that they are in fields which are growing and changing so rapidly that a great deal of reading is required. Much time outside work may be spent with paid or volunteer readers, the latter including their wives. However, a number of them also mention the fact that much of the literature is classified and can therefore be read only by persons with security clearance. This usually means that this type of material must be read during work hours.

Although this implies long hours, it should also be noted that they speak of this as generally enjoyable activity. These are people with such intense interest in their work that additional hours are rarely regarded as a burden.

4. Assistance with their work:

Because so many of these men are at a supervisory or, at least, at a status level where seeing persons would have assistants, it is not easy to evaluate the assistance required because of lack of vision. At the extremes are two men, partially seeing, who believe that they can do their work entirely without assistance and one man who personally pays a full time assistant who acts as his eyes, his guide, his record keeper.

Certain others clearly state their dependence upon readers. Mail is read by secretaries, occasionally by assistants. Numerical data, information from manuals, and similar short pieces of technical information are read by secretaries, technicians, and fellow workers. Every member of this group feels the need for many hours of technical reading and this is often a real problem. As has been indicated above, this single factor greatly lengthens their hours of work. Only two are able to use secretaries for any large amount of this reading. One uses a sighted assistant, three use wives and other relatives, two have regularly paid readers. Four use volunteers, which may include persons with whom they work but who read outside work hours. Three regularly have tape recordings made, one prefers disc recordings. Scientific material in braille magazines gets some mention but is evidently painfully inadequate. Several specifically mention the several sources of recorded scientific material, wish they had much more.

Most of these men use secretaries to write their letters, fill in forms, etc., but this is certainly what would be expected of seeing persons in similar positions. Three specifically mention typing their own reports. Two comment that they often first write reports in braille, then dictate them to the secretary. One types his own rough copy, then gives it to the secretary to put into good form.

Subordinates also do or assist with the following:

- Making engineering drawings
- Making curves for data
- Soldering
- Reading instruments

Getting stock and parts
Preparing radioactive materials
Doing the details of experiments
Locating details for administrative reports
Doing calculations
Running programs through the computer

Many of the ways in which these people are used have already been indicated above in the job descriptions.

5. *Gadgets and special solutions to problems:*

Braille:

Four state that they use braille labels and several have complex braille filing systems, one involving manilla envelopes, one using Key-sort cards on which he brailled data, and several having adapted filing systems to their needs.

One reports using braille marks on drawings to indicate which side is up.

Braille is used by most of these men for note-taking in a wide variety of settings.

Recordings:

Recording equipment is used by many of these men. Two prefer disc machines because of the ease of filing the disc records. The others use tape.

The ways in which the equipment is used varies with the job content: To replace or supplement the live reader, to record telephone conversations, to record experimental data, interviews, notes at meetings.

Ways of doing mathematics:

Since mathematics is so large an element of most exact science, efficiency with it becomes of great importance to these men.

The Marchant calculator with brailled numbers is apparently well known, commercially available, used by several. One has similarly adapted a Monroe calculator. He says this can be done only with a certain model of the Monroe, not a current model.

Several are able to calculate with a grease pencil on paper, one has a white acetate board instead of a blackboard and uses the grease pencil to write on this. Another can still see when he writes with chalk on a standard blackboard.

One has numerical data translated into graphs made by bending a piece of solder.

This man has also made a special abacus for calculation.

Most of these men seem to have much more than average ability to do mental calculation and often depend very largely upon it.

Meters and measuring equipment:

A number of these men have developed and made special equipment to meet their own needs and several have developed instruments which have been reported or are actually on sale for the use of any blind technician needing them. The Braille Technical Press is particularly mentioned as a source of descriptions of such equipment. Some are also available through the American Foundation for the Blind.

The procedure for making raised drawings seems well known and was mentioned by a half dozen men. Standard equipment for this is available through the AFB but a duplicate is rather easily made by gluing felt on a suitable sized board. Squared balsa wood can be used in pretty much the same way.

6. Travel:

There does not seem to be a great deal of tension about travel in this group. It would seem that they compete in intellectual areas and their self-images are not much affected by how they travel or by how much they may need assistance in travel. They simply do what is most convenient.

Three of these men must frequently travel considerable distances and to unfamiliar places. Seven others do so less frequently but regard this as a requirement in their work.

7. Professional groups:

Four hold no membership in professional or civic groups, and seem never to have been interested. One is not currently a member but was before working out of the country for more than a year during which time he dropped his membership.

Two are members of several groups related to their professions but have never been officers.

Ten are active in at least one professional group and members of others. Several have held presidencies, been on boards of directors, etc. They seem to be taking their share in the formally organized activities of their several professions, and in many cases, of their communities.

8. Interest and counseling in their professions:

Most of these men express a very early interest in scientific or technical things, usually beginning as hobbies. Often they cannot remember particular people or incidents as directing them. One specifically relates the choice to the suggestion of a particular teacher, another to the suggestion of a rehabilitation counselor.

They obtained information about their fields and a certain amount of casual counseling in their earlier years in school and by associating with others who had similar interests and hobbies. College professors play a

fairly active part in this. Six definitely mention obtaining information and counseling through agencies for the blind. However, some of the counseling was quite negative, informed them that they were foolish to attempt careers in science. Often they had to sell the idea to some of their teachers. Usually this was balanced by encouragement from at least one teacher. One got into his present scientific work only after years of unhappiness in a very different field to which he had been misdirected by an insistent counselor.

9. Other work experience:

Five of these men entered their present fields of work (and with a single exception their present companies) as seeing persons. They had not significant work experience outside this field.

One had been a rancher before his visual loss and in this connection did have some casual technical experience since he had always been interested in science. Another, as a seeing person, worked for two years as a chemical engineer; his present job is called mechanical engineering but definitely draws upon the earlier experience. Another had years of casual experience working on automobiles and several months of machine shop experience before completing college; after college he worked in engineering departments for about three and a half years, also as expeditor and buyer before moving into his present work of engineering change coordinator. He believes all this experience was important if not essential to his present job.

As blind persons two members of the group taught and since they taught technical material this seems relevant experience. Another, as a blind person, did electronic research for a large corporation and still another did such research as a "sideline"—a hobby which brought him some income. Again this seems to have been very relevant experience.

Analysis of their statements indicates that most of these men had, either as jobs or as hobbies, a number of years of technical background. This played a part in giving general orientation to technical things and also in persuading colleges and employers to give them the chance at professional training and employment. It seems safe to say that the boy who says his goal is science should be able to give some pretty tangible evidence of his interest and even of amateur proficiency.

Of those who entered their professions as blind people, four were employed even before their training was completed. Two were invited to teach by the schools they had just been attending, another was invited to work with the agency which had been interested in him. A third was recommended by the man under whom he had done research. Three others were employed within one to three months; all experienced a number of rejections but happened to contact one company where they were accepted and happy. One, although employed within five months, has painful memories of making extreme efforts to obtain his job.

Two in the group had worked for a number of years in rehabilitation before entering their present work but they had made no effort to get into their present work earlier. The long delay is not a matter of their having been rejected by the scientific profession.

10. Time to attain proficiency:

It is difficult to evaluate responses made by members of this group to the question about time required to feel proficient and accepted. They are inclined to say they never feel "proficient"—they are in fields where there is always something new to learn. Most of them say that no worker in these fields is worth much for at least six months, or even a year, and this has nothing to do with vision. On the other hand, their feelings with regard to "acceptance" are generally favorable.

Those who lost their vision while on the job state that it took from nine months to a year and a half to feel comfortable and proficient again.

Most of them doubt that there is any way to shorten this period of adjustment. The only specific recommendation relates to having a really good secretary and/or reader. Such assistants could hasten efficient handling of the job.

11. Field work; licensing; remuneration:

In the formal sense, neither field work nor licensing is required for any of the positions held by these men. The standard engineer's license is mentioned but is not necessary for the jobs they hold and apparently they do not think there would be any advantage in their obtaining such a license. Should one be needed, the procedure is one of examination, specific procedures differing from state to state.

12. Education:

The group includes four with the Ph.D. degree, four with Master's degrees, one Doctor of Chiropractic, six with Bachelor's degrees, and one with no college degree but unusual technical background.

Undergraduate study emphasized physics and mathematics but the group includes one degree in Chemical Engineering, one in Business Administration, one in Bio-chemistry, one in Forestry, and two in Psychology and the social sciences. One man has a law degree in addition.

Graduate study emphasized physics, mathematics and engineering.

Training through at least the Master's degree is recommended by most of these men even when they do not have that degree themselves. For the research jobs the Ph.D. is almost essential.

It was strongly recommended by several that a student be very efficient with both braille and typing and with the use of recording equipment.

Making friends, not drawing into a shell, is very important because it gives you lab partners, readers, and stimulating friends. Being active socially on campus was recommended by several.

Several indicate that development of manual dexterity and ability to use tools is important in independence on the job.

13. Demands of the profession:

Many of these men feel their professions make no particular demands upon them physically. Two feel that more than usual energy is required and one mentions more than usual manual dexterity. Two indicate the importance of getting along with people, having patience, being enthusiastic about your work. Although not always verbalized the need for originality also stands out as a requirement.

14. General advice:

One advises extreme caution in going into this work; it is difficult to become established and he should not expect to get a job where he will require a good bit of help.

Two emphasize the importance of ample training, both academic and the technical type which can be obtained from a hobby such as being a radio ham. They feel that blindness represents a disadvantage in the job which can be largely overcome by excellent education and practical experience.

Another feels that it is important to establish superiority in whatever you do, to take education seriously, not just be average.

Three are very encouraging about going into the professions, say that the blind person should not listen to those who advise against this. However, he will have to work out his own ways of doing many things, he must be very flexible and imaginative.

15. Psychological portrait:

Even without tests in the formal sense it is clear that these men are all intellectually superior. Including the one who never attended college, it seems safe to say that had these men been evaluated psychologically before college, they would have been described as excellent candidates not merely for the bachelor's degree but for graduate school; they are not even close to that line which we describe as "borderline for college." Particularly in view of the increasing demand for advanced degrees for anyone above the technician's level in any science, it seems safe to say that no blind person should be encouraged to seek a career in the sciences or engineering unless his academic record and psychological tests agree that he is capable of going not only through four years of college but on to graduate school.

Also, they pretty clearly have a combination of deep interest and real talent for technical things. In many cases this was demonstrated so early in life that they cannot remember its beginnings. In a few cases, they

started in other careers but could find no satisfaction even though superficially successful. It would seem that science pulled them to it without any volition on their part. Several express the feeling that one is born with the ability to think in scientific terms or one is not; this is not something they feel they acquired.

Although most of these men, at least as a hobby, do and have long done work with their hands and although several of them regard development of manual dexterity as very important, it is obvious that the superiority which gives them their present positions is superiority of thinking. However, as a generalization, these men do differ from equally superior persons in many other fields by their enjoyment of working with their hands.

They are problem solvers and love having problems to solve. They are originators and delight in putting their originality to work for others—and of course for a salary. They are people who probably would have been inventing things no matter where they were; the task of job hunting is to find a place where they can be paid to do this.

They also tend to be decisive people, with no evident fear of taking responsibility. They make decisions for the people around them.

They appear in general to be organizers. Even those who work pretty much alone must do a better job of organizing their materials and resources than a seeing person in the same job probably would. These men seem to be the kind who enjoy and take pride in having a lot of information at their fingertips. To do this, they use a combination of complex files in braille or recorded form and memory. Many of them speak of themselves as having unusual memories. They also seem to have unusual ability to work out mathematical problems mentally.

They are characterized by a thirst for knowledge, especially in their own fields but to some extent in other fields. Most of them have broad interests, do not seem to be “odd balls” who are intense in their own work but know nothing else. Often they use and coordinate professional workers from several fields and must understand what all of them contribute. They are persons anxious to discover new things, to go beyond any recorded knowledge.

However, they also wish to grasp all related recorded knowledge and all spend many hours beyond their standard day in reading. A willingness to do this seems essential to success in these technical areas.

Their self-images center in intellectual attainment but none of them disregard social adjustment. At least some of them would express disdain or lack of interest in a stereotyped rehabilitation description of a well adjusted blind person yet at their own levels they have these same standards. They are not much concerned about independence in travel but they are greatly concerned about independence in maintaining their own records and being able to control information related to their work. They do not feel a need to be “joiners” but they feel an intense responsibility for writing papers which will contribute the fruits of their professional work to others. They defend the right to do work or to participate in groups

because the individual *wants* to, not because this means one is "adjusted." But most of them do participate because they do want to. They are predominantly members of their professions, not blind men, and tend to resist any mention of blindness in connection with them and what they have done; yet this does not seem to be a denial of their blindness but merely an affirmation of their preference for competing on other grounds.

They are quite independent people who have in many cases gone against the repeated advice of families, friends, teachers, and even agencies in order to pursue their professions. They are accustomed to discouragement and have learned to surmount it and to laugh at it. Obviously they have qualities of patience and persistence, a willingness to take a chance, and the insight and decisiveness to take immediate advantage of small opportunities. This does not mean that they do not find all these discouragements tension producing. More than one feels, or has gone through periods of feeling, that he stood alone against the world. This takes some inner toll but also builds some inner strength.

Most of them have succeeded by a clear understanding of what they could do better than others around them could. They openly and without apology use people of less ability and they speak, at times with frustration, at times with amusement, of their experiences in managing to do so. They recognize that they must be patient and must often work and think at the lower levels of these assistants in order to accomplish their goals. Their blindness may compel them to use these people somewhat differently than they might as seeing persons but they look upon their assistants as supporting their level of ability and responsibility more than as supporting their blindness.

Chapter 8

LAWYERS, JUDGES, AND JUSTICES OF THE PEACE

1. *Job descriptions:*

Judges

One is a county judge and one a judge in a municipal court. They hear complaints, issue warrants, garnishments. Their cases may involve probate jurisdiction, juvenile jurisdiction, mental health, misdemeanors, and small law suits. They handle arraignments. They can set bonds and handle trials by jury or by judge. However, most of the cases they deal with are handled out of court in the office before they become formal processes; many are routine. Some legal research is involved. The law must be read to them so they can check decisions. Both have people read directly to them, a secretary, sister, or court clerk, although one can read slowly with the aid of a 25-power magnifying glass. Most of their work involves making decisions and vision plays no part in this. One has the court clerk read the instructions to the jury. They supervise the clerical help; in one case the court reporter is also the secretary. Neither judge is supervised in a direct manner. The results of their work are checked by the voter and the grand jury.

Justices of the Peace

The justices of the peace, although they have regular office hours, are on call at any time of the day or night. One was appointed and two elected and only one of the three is an attorney by profession. They handle small claims, civil and criminal cases—all traffic cases—which are under the heading of criminal cases. They work with complaints, misdemeanors, and hold preliminary hearings of felonies. They also perform marriages. Paper work involves forms to be filled out, licenses to be issued, etc. They all have a secretary or clerk to fill out the forms. In some cases the girls are familiar enough with the work to fill in the blanks with no instruction. Only one makes any use of braille for notes and tabs on his files. The same man types his own summaries or judgments. All use reading aid by their wives, one of whom is a practicing attorney. One tapes testimonies for playback. One, whose office is in his home, has a clerk only for the afternoon. When she is not there he is able to carry on alone, remembering anything that she might have to type later. When he collects money, the person puts the money in a blank envelope and

then the justice of the peace signs it and jots down the amount, seals the envelope and has the clerk check later. He has never been cheated. He calls on his wife to check the authenticity of marriage licenses. One makes use of small toy cars to visualize accidents.

All supervise their clerks or secretaries.

They have no formal supervision, but the books are audited and the men come up for re-election or reappointment at specific intervals, which provides a kind of check upon their work.

Law Examiner

This man conducts unemployment compensation appeal hearings and must know the rights of both employer and employee. He spends some weeks in preparation and others in hearing one case after another. He has trained one of the court reporters to sift through the files and select the material he should know about; she records this for him on a Voice-writer and he can listen whenever he wants and also keep the records in the permanent file. He takes his own notes in New York Point. He reads the opening statements from his notes and also has put certain sections of the law in New York Point for his own use. He types his own rough drafts and has the other examiners check them. He makes tremendous use of New York Point and is now experimenting with different materials to make the stylus more comfortable—at present uses rubber bands around it. He keeps his notes in a metal box in his briefcase so they do not get badly worn, clips his own notes onto print folders and places them in order of the calendar. He has clerks at his disposal but does not actually supervise them, nor is he in any way directly supervised.

Attorney employed by private corporation

Only one man interviewed is employed by a large business firm. He acts as the subrogation attorney for an insurance company which is a subsidiary of a credit company in a large mid-western city. He states that if you are in an accident and it is the other party's fault, your insurance company pays your damages and then sets about getting the money from the other person or his insurance company. By virtue of your policy, you have "subrogated" your right to sue or collect and have given this right to your insurance company. Therefore, part of this attorney's time is spent in court. He is able to read some print with the aid of a lens, but not quickly, and therefore depends on his memory in court. He needs the assistance of readers; his wife or his secretary provides this service. He makes use of standard dictating equipment. He is not directly supervised by anyone and supervises only his secretary.

County attorneys

Two are employed by their local governments as county (district) attorneys. These are elective positions and supervision is through the voters' check on the quality of their work. They are the chief law enforcement officers of their respective counties and therefore they handle all criminal cases, violations of state statutes, non-support and bastardy proceedings, act as advisory officers to the county officials and when necessary, render assistance to the attorney general's office. They are involved in criminal hearings and in trying cases before juries. Both of them work closely with the police department, witnesses, or private citizens who come with information or admission of crimes. Although not directly connected with the "leg-work" of investigation, much time is spent in interviewing, and thereby investigating, individuals connected with the cases.

Their jobs are basically the same; however, the details of their procedure in executing the job are quite different.

One of these men uses braille extensively—makes use of a Perkins brailier, pocket slate and stylus, and a micro brailier. He has worked out his own short-cut system and uses many 4x6 cards. He brailles interview notes and outlines of his research and his court presentations. He takes no assistant to court with him and while he does not specifically mention it, it would seem that any print reading that might come up is taken care of by someone in the court. The assistance he needs on the job is mainly in the area of research where his secretary and his wife read to him, plus his lawyer-brother who does some complete research for him which is then read to him. Other than research, he receives assistance from his secretary in filling out forms and reading mail.

The other man uses no braille whatsoever. He at times tapes interviews; all material is in print and he takes his secretary to court with him where she reads to him what he has prepared and reads aloud some documents when it is appropriate. His secretary and his wife read to him for assistance in research and he has a graduate law student who does research for him also.

While technically they are over the police and sheriff, the supervision involved is actually giving advice, discussing issues, and perhaps, exerting some influence without giving orders. They directly supervise their secretaries and in one case the law student assistant.

Legislators—Representatives in state houses of representatives

All of the representatives are engaged in private practice as well as taking part in state politics. Since the legislature meets only part of the year, or part of every other year, this leaves time for their practices. Their work in the legislature consists of becoming familiar with the bills that will be brought up for the session, attending com

mittee meetings, drafting and re-drafting bills and answering mail from their constituents. Two run active campaigns for each re-election, one on a large scale with a campaign manager, radio spots and other advertising, the other a door-to-door and telephone campaign with help from his friends.

There are so many bills introduced in these sessions (in one case over a thousand), that these men have learned to study only the important ones, get summaries of others, and sometimes just the briefest ideas of others. This necessitates much reading. All four make use of secretaries, three of their wives, one of a part-time law student, and one of volunteer readers. They all rely mainly on their memory, only two mentioning any use of braille for jotting down the numbers of some of the bills and how they plan to vote. They use secretarial help for answering letters. Two legislators make use of secretaries employed by the legislature as a whole or by their separate committees, as well as their own secretaries.

Federal or state government employees

Seven of the attorneys are employed by government, five in federal and two in state government.

Two are employed by the United States Department of Justice in the Anti-trust Division. They are involved in handling complaints, legal research, composition and some trial work dealing with unfair business practices. They are given full-time secretarial help by the government, whereas other attorneys in the same division do not have full-time help. One of them is thinking of seeking permission to get his help from the pool of secretaries as the others do, because he thinks it is of primary importance that no special assistance be asked. Both use a typewriter extensively for rough drafts which their secretaries read back. One makes use of a tape recorder and the other is experimenting with its use. They use braille for notes and one is presently engaged in brailleing a book on anti-trust law although he is not really sure it is necessary, but still feels that he will enjoy using it for study purposes. Most of their research is done with the aid of their secretaries. They are supervised by a section chief who checks on the progress of the work, receives copies of all their memoranda and weekly progress reports as well as discussing their cases with them. They supervise their secretaries.

The others working for the federal government are in the Bureau of Supply and Accounts Division of the Department of the Navy, Office of General Counseling in the Department of the Air Force, and Bureau of Budgets.

The work in the Bureau of Supply and Accounts involves general procurement of materials for the Navy throughout the world. The lawyer deals with purchase planning, examines and comments on proposed legislation which would have an effect on the purchasing pro-

cedures used. He reads the proposed legislation and compares it with his knowledge of the actual procedures as they exist now. He also considers requests from the field for the inclusion of special tax clauses in contracts.

The lawyer in the Bureau of Budgets reviews legislation to be submitted to Congress or comments on legislation on the International Military Fields in order to be sure that contents conform with policies and programs of the administration. He reviews them from the money and policy point of view.

The attorney with the Department of the Air Force was originally hired to set up, for research purposes, systems of classification of all legal opinions and other memoranda which had been written in the office of the General Counsel since its beginnings in 1947. All of this information eventually was duplicated on 3 x 5 cards. Once he had typed everything, his secretary would make stencils and have it duplicated. Since he finished that project he spends his time in legal research and following all legal literature in the field of international activities in outer space.

All of these men have private secretaries. All make some use of recorders, two use braille and all use typewriters extensively. They all have superiors but only one has his work constantly checked which is the procedure for all attorneys in his division. They supervise their secretaries, and one has a file clerk under him as well. One attorney, employed by his state, is a corporation commissioner. The commission is concerned with foreign corporations, savings and loan associations, and securities law. Seventy percent of his time is spent on work in the securities division. He supervises personnel in the department with respect to the nature of their work, their work assignment and their work flow. Clerical supervision is carried on by others. He is accountable to the governor but receives no direct supervision. Another is senior attorney for the Department of Water Resources and is one of three such attorneys working under the chief counsel. He is engaged in legal research, handles hearings for administrative agencies, and has general charge of a recruitment program for expanding the legal staff. He is in charge of his secretary and several attorneys. These men use braille for their own notes and one includes his braille notes in the printed files.

General practitioners

The last group of attorneys, 31 altogether, includes four who have already been discussed as legislators. All describe themselves as attorneys in the general practice of law. Only one limits his practice by not accepting any criminal cases for reasons he describes as "personality" rather than having anything to do with blindness. Four others have through the years found themselves specializing in certain

areas of the law—one in divorce and criminal cases, one in real estate, one in probate, and one in Interstate Commerce Commission work. They are all their own bosses and the majority of them, twenty in number, are on their own in individual practice. Five general practitioners are associated with other lawyers and share offices without partnership. Three lawyers are in partnerships and three have attorneys working for them. Two describe themselves as country lawyers.

Lawyers in private practice handle every type of legal problem and situation. They work with domestic problems, contracts, setting up partnerships, incorporating associations, all kinds of personal injury cases, assault and battery, all kinds of criminal work, civil cases, probate, guardianships, etc. No one lawyer mentioned every one of these varied situations and most of them felt no need to explain what the general practice of law entails. One describes his work as follows: "Well, I am an attorney, I am on my own in what you would describe in the legal profession as general practice. I appear in court for an average of one half a day to one day a week. The balance of the time is spent in my office. Probably something like 10 to 15 percent of the time I spend in interviewing people, making notes on interviews, and advising them in terms of personal advice at the time. I would say a major portion of the time is spent in preparing documents, wills, trusts, pleas and court actions, and writing letters. The balance of the time would be spent in doing research with hired assistants on various problems which I expect to have in court. Some of the time would be spent in talking on the phone, I think a substantial portion is spent in talking to adjusters of insurance companies, insurance carriers in adjusting claims." All appear in court at times but four specifically mention avoiding court if they can.

Seventeen of this group may be regarded as having a secondary political or business source of income:

Appointive or elective political position—10

Insurance—3

Rental of apartments—1

Piano tuning—1

Teaching—1

Store ownership—1

2. Employers:

In summary, the majority of the lawyers interviewed are self-employed, numbering thirty-one; four members of the self-employed group also act as state legislators. Seven are employed by their local governments, three others by the state, five the federal government and one is employed by private business.

3. *Hours of work:*

All of the attorneys have office hours, regular business hours, five days a week, and six lawyers have half-day Saturday hours. However, all but those employed by the government state that work does not end at five o'clock. Work not completed must be done by staying later at the office or bringing it home. In the case of lawyers in private practice and the justices of the peace there are some emergency calls at any hour. They state that the extra hours they put in are not because of their blindness but a hazard of the legal profession. Several do mention that their research takes them longer to do than their sighted colleagues but the extra time is not enough to make a radical difference. The government employees rarely work longer than the prescribed office hours.

4. *Assistance with their work:*

All of the lawyers need much assistance with their work. Every attorney interviewed employs some clerical assistant or has a relative helping him. However most sighted attorneys have much clerical assistance as well, doing most of the things that the secretaries to the blind attorneys do. An established sighted attorney rarely if ever does title search himself and has assistants for research. The great difference is that the blind lawyers *must* have assistance in the field of research and this is the only area where there is general agreement that blindness is a handicap.

Those attorneys who are successful engage other lawyers to do the research and then have their secretaries read the end product to them or to a recording machine. Some associate themselves with another attorney for a specific case, whereby the sighted attorney does the research and splits the fee. The great majority do their own research with the aid of their secretaries. Depending on the ability and imagination of the secretary this can be time consuming and difficult, or not very handicapping. The objection to this method is that it is very difficult to tell someone how to skim through material. Time is wasted on reading unnecessary information.

Following is the type of assistance mentioned with the exception of assistance in court. Many of the lawyers did not mention assistance that we must take for granted is given them. They are listed directly below.

Reading in general, including mail, newspapers, current professional literature, material from print files. This is done by secretaries, wives, others in office or at home.

Research assistance—either working directly with the attorney, that is reading statutes aloud, reading to a recorder, or actually doing the work and submitting reports, which are then read. This is done by secretaries, wives, law students, and other attorneys.

Filling out forms either with specific dictated instructions or on their own by clerical assistants.

Keeping of records, print files and books (finances)—office help.

Interview notes taken by third party sitting in on client-lawyer meeting—secretary or wife.

Telephone messages recorded for them by secretary.

The most controversial aspect of the way these gentlemen go about their work is the method used in trial, whether before a jury or a judge. Each individual man has worked out his own way of proceeding. Many of the differences involve the amount of independence they have achieved, their own ability to memorize masses of material, the speed and effectiveness of their use of braille, their confidence in mobility, their confidence in assessing people without visual cues, and their own stereotypes of prejudices in how they feel others react to blindness. The important differences in these men are their own personalities, not the fact that they are blind. The two main schools of thought involve whether or not it is necessary to take sighted assistance with them to court. Not all of the interviewees discussed court work but of those who did the majority do bring assistants to court—secretaries, wives, or other attorneys. They are adamant about the necessity for doing this.

However, those who go to court alone are just as adamant. They rely on judges, court clerks, and attorneys representing the other side to read or explain any printed material that is brought into evidence and have found no difficulty resulting from this. These same men are the ones most confident that they are getting a fair trial, and that the juries are prejudiced neither for nor against them. They at times call on clients to read something to them and do not feel that this jeopardizes the client-attorney relationship. They rely on braille, memory and auditory cues, and the personality that comes through the interview is that of excellently adjusted blind men.

One man who feels you should have someone with you, says: "Courtroom cases are easiest but you should have someone sighted with you to keep the other side honest. The clerks and judges and everyone else will help you but nevertheless, to make sure that no one is passing signals back and forth like nodding heads or waving hands, it is good to have someone sighted with you. Also if they are putting diagrams on the blackboard, a sighted person comes in handy. You don't want to rely too much on your own client because if you do, you can have the ball taken away from you." The men who take assistants to court use them to describe witnesses, read to them new documents, read aloud long quotations, or instructions to the judge, hand things back and forth, and take notes.

Jury selection methods also vary. There is a tendency for the men who have been blind for the longest time to make their own selections with little or no assistance. In contrast, a few men whose visual loss is rather recent leave the selection to an assistant or associate. The largest number of lawyers, however, have sighted assistants describe persons under consideration for the jury, then make the decisions themselves.

Most of these men use some braille in court. A few braille out complete opening statements and statutes that they wish to quote. Others use braille to take down names of jurors and witnesses, and statistics or important data they wish to remember exactly. A few feel that the use of braille is interesting to the jury, attention getting. A few also feel that it pulls the jury to their side. One man however feels just the opposite. "I never use braille notes in presentation to the judge or jury. I feel it would be a detriment. It would look as if I didn't know my case well." One uses slips of tape with brailled names of jurors kept in his pocket, so the jury thinks his correct use of juror's names is from memory.

Several mention going to the court room ahead of time to get the "lay of the land", to know exactly where everything is.

5. Gadgets and special solutions to problems:

Braille was very much used by nearly all; three mention using short cut braille systems that they have devised for themselves.

In addition to regular note taking and straight copying of material, braille is used for various lists, for some complete files, for tabs on print files, for corner markings on print papers, and for appointment schedules.

Some problems with regard to identifying papers are solved by keeping the papers in a specific order so that it is possible just to count to find the desired paper, or by sectioning a briefcase for different documents.

The men use their recording machines for many purposes beside the regular dictation of correspondence, memos, etc., that sighted lawyers would also dictate. Many have all phone messages taken by their secretaries recorded and several mention recording their phone conversations either by an attachment on the phone or by holding the mike close to the phone. Some have found it useful to have their secretaries record all of the information they want to read. Others have permanent recordings of reference material they need often. A few state that they have forms recorded such as wills and other lengthy documents. To fill these in they use a second recorder; they re-record the pertinent sections, adding names and other new data as they go.

One lawyer in a small town where there is only one telephone exchange has small pieces of scotch tape on the two letters to speed up his dialing. A few of the attorneys have found it very useful to keep files of many forms so that the secretary can have a guide.

One man who travels extensively and spends much time in hotel rooms has found it advantageous to put a rubber band on his door knob. He has no trouble finding his room from the elevator but had a couple of experiences where he was left off on the wrong floor and by using the rubber band he can't make a mistake.

One lawyer uses the special compound for raising pencil lines and finds it very useful for diagrams and layouts of rooms or streets.

6. *Travel:*

The lawyers as a group do not do a great deal of traveling. Only five state that they frequently travel long distances. In all traveling of any distance they are accompanied either by wives or, more usually, by associates or clients. Fifteen state that they go occasionally to the state capital or large cities not too far away. The majority state that most of their travel is between their offices and the courts.

7. *Professional groups:*

Organizations

- Professional—46
- Civic or charity groups—27
- Fraternal groups—10
- Political clubs—5
- Religious organizations—6
- Organizations of the blind—9

Twenty-three take a very active part, hold or have held positions of responsibility, and feel that they have made new friends, and that it has helped their status in the community or helped them gain new clients. Several men who are not joiners, state that they feel active participation as a means to new business is over-rated and unnecessary. Most feel that they belong to organizations for the enjoyment they get, not as a source of business.

8. *Interest and counseling in their professions:*

The lawyers were a highly "uncounseled" group. Most of those who had any contact at all with rehabilitation counselors felt that they had told the counselors what they wanted rather than getting the idea from the counselor. Many are not sure how their interest started and felt they knew what lawyers did from general knowledge, or at least they thought they knew. Families and friends were the chief influences.

9. *Other work experience:*

The great majority of the men studied were blind when they made a vocational choice, became lawyers and have done nothing else.

Two had done insurance sales and saw the possibilities in law by their numerous contacts with legal problems while working in insurance. One man taught school for four years and then decided that the legal profession offered more and went to law school.

Only two men had done any other work before becoming blind, and this work did influence their choice when they became blind. One had been a law enforcement officer for the conservation department of his state and when he lost his sight, applied for an appointment as justice of

the peace which he felt fulfilled his interest in law enforcement. Another man had been a social worker; when he lost his sight, he got a job making investigations for legal reports, found an interest in law and went back to school after twenty years away from college.

Various jobs were held during the summer and during school. Most of the men (all blind at the time) feel that while they did not contribute directly to present success, any contacts with people aid a lawyer in his understanding.

The most difficult evaluation to make in dealing with the lawyers is how long it took them to get a start. In fact, the lawyers themselves took this question to have two meanings—some answering in each way. In the legal profession, you may open a beautiful office the day you receive notice of passing the bar examination, but when you start earning a living is a completely different story. Most of these men were 'started' within a year of graduation from law school, but how long it took them to make a profit in private practice is not clearly answered. A few did say from two to five years. Those who do mention a long wait also mention getting along with family assistance and very little paid help during these years. One judge says he was never a success in private practice and was elected a judge after two years of struggling. All of the government employees are salaried and got their jobs with little trouble.

Several men report secondary business interests at the present time. Three have insurance licenses, two work in real estate, nine consider politics their side-line and one man teaches some college courses at night.

10. Time to attain proficiency:

Modesty influenced many lawyers to say they are still not proficient, but the majority agree that after 3-6 months routine and normal proficiency was established and they do not feel it is any different because they are blind.

The four men who lost their sight in the middle of their legal careers feel that they have continued without a great deal of readjustment. They rely on their clerical help in some ways more than the lawyers who were blind throughout their careers, and they do not use braille to any great extent. They have not had trouble in continuing and found that they lost very few clients.

11. Field work, licensing, remuneration:

To be a practicing attorney in the United States you must pass your state's bar examination. This rule is not changed for the blind—just the manner of taking the test. Most of the men brailled the questions and typed their answers, others took it orally, and a few dictated their answers to a secretary. Only two states, Pennsylvania and New Jersey were mentioned as requiring any field work—clerkship as it is called. These states require six months or one year of working for a law firm. Sighted clerks

do mostly research but it is felt that blind clerks are not given as much truly legal work to do during this time.

It is quite clear that the attorneys working for government agencies are receiving salaries commensurate with their sighted contemporaries. It is more difficult to evaluate those in private practice. The majority feel they are making the same as they would sighted. A couple reply that they are making more than the national average, and several frankly state that they would be making much more if they were sighted since they would have the opportunity to meet and know more people and gain confidence more readily.

12. *Education:*

Only two of the total group did not go to college; one justice of the peace went no further than high school, and the other quit high school and became a lawyer by apprenticeship. Four men did not get Bachelor's degrees, but went to law school. One man got a Master's degree and then apprenticed with a lawyer. One man only went to law school for two years and studied and took bars on his own. All of the rest hold a Bachelor's degree as well as an LL.B. All but three got their law education as blind men.

No degrees	3
B.A. or B.S.	40
LL.B.	44
M.S.	3
J.D.	2

13. *Demands of the profession:*

Only twenty-seven believe there are special demands imposed by the profession and list the following:

- Extra energy or aggressiveness—10
- Gregarious nature and persuasiveness—7
- Calmness and patience—1
- Human understanding—2
- Good speech and delivery—1
- Ability to withstand emotional strain—1

14. *General advice:*

On many points the advice seems to vary, as well it might, with the experience of the lawyer giving it. Some feel the law student should not waste his time hoping to get a job but should plan to go into his own office at the earliest possible time. Three men who encountered difficulty in applying for jobs in already established law offices said those who interviewed them all gave the impression that they understood that blind people could do legal work, but not *their* legal work. One says the only way to

deal with it is to keep going until you find someone who does accept you. Another outlined clearly how he would go about accomplishing the work. The third made up a brief, listing objections to hiring blind lawyers and then how he would overcome those things.

In starting his own office, they suggest that the young lawyer should go into an area which needs lawyers, probably a small town—and even then he must have patience, must not expect success to come too quickly. Seven men state that people just don't want to come to blind lawyers when there are seeing ones available and feel that the only way to deal with this is by consistent good performance on the jobs they do get until some reputation is built. They also mention that it is impossible for them to know how many people stay away so the real extent of this cannot be evaluated.

A number suggest that the lawyer's chances of success are greater if he will take the trouble to make himself a specialist in some area of law. Several point out the value of joining community organizations in order to make contacts.

There is some disagreement with regard to fees. One feels it is necessary for the blind lawyer to quote minimum fees, but another feels it is a great mistake to quote fees that are below the average. Another feels it is important to quote fees when a client first comes in, that so doing will relieve tension between the lawyer and his client.

A number felt that having a good legal secretary was very important and several suggest trying to get an older, experienced secretary. Independence of travel is listed as important, but even more important is learning to listen—not merely to words, but to tones of voice, hesitations, little sounds of restlessness on the part of a jury, etc.

15. Psychological portrait:

It is probably fair to say that of the professions reported here—which is all the professions in which we found blind men and women in this country—the two oldest and most generally accepted for blind persons are law and music. But music requires special talent and, as Matt Dillon puts it, is “a chancey job.” There was a time when the osteopaths might have argued for the honor but the profession of osteopathy has, by its own changing standards, eliminated that. Some might mention teaching but beyond working with blind students the battle for teaching is still being fought.

This leaves law to stand alone as an old and honored profession in which blind men have long found some acceptance and in which at least a few have been very successful.

What are its advantages? Perhaps first of all, it has status. In the eyes of the general public there are two great professions, two which are regarded as most difficult, most rewarding, and as placing the individual far above the crowd. The other, medicine, cannot be entered by a blind person. Therefore, if an individual wishes status, law would be a first

choice. Moreover, in law, there is a clearly established professional standard, represented by the bar examinations. Once an individual has passed the bar, he has been accepted, the stamp of professional approval is upon him, and should some layman dare to criticize the competence of a lawyer, the ranks of his peers would pretty much close around him. On professional questions it is understood that only another lawyer dares to criticize.

These two points—the ancient and honorable status of the profession as a whole, and the definite acceptance and establishment of an individual as “professional”—offer at least psychological security to the blind person who may often have felt that seeing people looked down upon him or questioned his knowing what he was talking about.

The importance of this security is quite evident in some of our interviews. Economic security is far less sure but it is fairly clear that some cling to poor law practices when they could almost certainly make more money in a vending stand. One can only assume that the intangible return is worth it to them.

Fortunately, law offers some other rewards. It is pre-eminent in offering intellectual challenge, particularly in the form of logical reasoning with verbal content. It is a kind of armchair game, in which the goal is to think of as many alternatives, as many “angles”, as possible and choose the best. It is an exercise in tactical planning easily equaling, in complex cases, the challenge of planning a major battle but requiring none of the men and materiel. For the kind of mind which does this well, it is fun! Just as obviously, the kind of mind which does not do this well had better stay out of it.

Law combines better with business than many professions do. If a medical doctor ran a drug store on the side, if an ophthalmologist made glasses, his colleagues and the public would look down upon him and perhaps even question his ethics. But a lawyer can have an insurance business or be in politics with little or no professional disadvantage. For the man who likes professional status but dislikes eking out a living on the beginner’s professional income, these make a happy combination. Law therefore attracts people who are half-businessmen, half-professional in their orientation.

At least in our interviewees, one is likely to say that it also attracts people who neatly combine methodical thinking and originality. One is alternately impressed by their capacity to organize, their concern for detail, and their ability to inject a new orientation, an original adaptation. From our material this is most evident in their ways of getting their work done, but this encourages one to suppose that they apply the same ingenuity to a legal problem—something which probably accounts for some of their success.

These are highly verbal people. They express themselves well, with an excellent choice of words and with much insight concerning the point of a question. These also seem to be people with rather remarkable memories,

memories with an almost photographic quality. In law, there is no room for fuzziness about what the other fellow said.

And these are people who accept responsibility. Their business is making decisions. Unlike the research workers, who largely depend upon mathematical or experimental evidence for incontrovertible facts, unlike the counselors who are trained to leave the decisions to the clients, these men are the voice of authority. It is true that they are backed by a body of law, the precedence of court decisions, but it is they who interpret this, and when they speak they see this as a pronouncement to be overturned by no ordinary individual but only by a legal authority at a still higher level.

Chapter 9

THE CLERGY

1. Job descriptions:

Only four of the nine are in the narrowest sense ministers of established church organizations and assigned to established congregations. Three of these are in the Methodist Church, one in the Lutheran, and their activities seem to be those of the typical Christian minister. They regularly preach sermons, do pastoral work, including visiting the sick, visiting other members, visiting newcomers to the community who might become members, counseling with persons in trouble. They have responsibility for church programs including youth work and various church ceremonies. They represent their churches in the community. In some cases these men have been assigned, at least at times, to situations where they served as many as five small churches in five communities.

A fifth member of the group also describes himself as pastor of a congregation but he does his work from a Bible Center which appears to be a kind of community building and includes a Christian book store and such public services as reading rooms and rest rooms open to the public. This man conducts services, runs the book store with the assistance of a woman employee, presents two weekly radio programs, and acts as secretary of a "Rural Bible Crusade," the actual work of which is done by four missionaries who have their own director. He conducts some Bible classes and Sunday school classes.

For the preparation of their sermons, a very great amount of reading must be done. Four of these five men appear to be very proficient in braille and make use of whatever books are appropriate but all feel that the amount of theological material in braille or recorded form is painfully small. This means that many hours out of every week must be spent in having someone read to them. Most of this reading is done by their wives. One has a number of friends who are also in the ministry and who read on tape for him; a part-time secretary also does some reading. Another has paid a high school boy as a part-time reader and hopes to be able to find a retired man who might read under a similar arrangement. All have considerable personal libraries but also use local libraries and send to more distant theological libraries for special books. They emphasize the importance of having as a reader someone with whom they work regularly and who can therefore skim and help them choose the parts of books relevant to a particular sermon topic. The extent to which they take braille notes during this reading varies with their personal habits. One tries to work out the general plan of his sermon schedule about a year ahead,

fitting topics to certain times of the year. By doing this, he can make relevant notations for later sermons whenever he and his wife happen upon the material in their reading. Since all of these men feel that they have less reading time than they like, they emphasize the importance of being selective in what they read.

The extent to which they preach directly from notes also varies from using none to using fairly complete ones. One uses a tape recorder in developing his sermons, speaking into it and correcting himself. One puts into braille all quotations and other material to be read in public and he does this despite the fact that he retains sufficient vision to read ink print at very close range with a special lens; he feels that he can manage the braille material far more gracefully in public. One writes out most of his sermon in braille, then memorizes the outline and preaches from this.

All these men plan the total content of their services, readings, hymns, etc. They can of course read Bible selections in braille but they may also use lay assistance for this. The Communion Service presents certain special problems which are resolved with the help of the wife or lay assistants. One has laymen read any announcements and has altar boys give the collection plates to the men who carry them through the congregation.

The church includes many activities beyond the formal church service. In this the minister must be an originator of programs to fit the needs of his community. He must also be an organizer and a supervisor.

A major responsibility in pastoral work is visiting—the sick, those in trouble, potential new members, and a certain amount of routine calling upon all members. Depending upon the location of their churches and upon their travel habits these men vary from making many visits independently to making none without the company of their wives or laymen who drive for them. One pays a boy to drive for him.

Making contacts with possible new members is not inherently a different problem for the blind than for the seeing minister except that the blind minister cannot visually spot a new face in his congregation.

There is also the business of the church. In some churches the minister manages this with little assistance while in others much of the responsibility is placed upon church members. In one case, a layman is president of the church council and while the minister's secretary keeps the church's business records, these are reviewed by laymen.

A sixth man had been pastor of a Baptist church for seventeen years, and in this connection performed all the duties just described, including baptism. However, shortly before our interview he gave up his pastorate to head an evangelistic association which had been formed by a group of local businessmen and local pastors of Baptist churches. This association was, at the time of the interview, paying his salary to do missionary work in the form of revival meetings, Bible conferences, Bible teaching, etc. His present work requires almost constant traveling, throughout a number of states, most of which he handles by public transportation. He prepares

his materials by using the braille slate and typewriter, uses a tape recorder chiefly to carry his message to shut-ins in their homes.

The seventh member of the group is a Catholic priest who does some teaching in the parish school, assists in the work of the parish related to marriages, funerals, baptisms, and similar church functions. However, he states that his work consists principally of mission work. He describes this as going into an area at the invitation of the local priest and carrying on services for a week or two, then moving on to do the same in another place. Because he is quite proficient in the Spanish language, he has been much called upon to do this type of missionary work in Spanish as well as in English in the southwest states. He has also somewhat specialized in working with deaf people and apparently he uses the manual alphabet quite well.

Another member of the group is a young chaplain whose work centers entirely in a hospital. He visits pre-operative and seriously ill patients, trying to help them work out problems and release tensions so that their health will be better—a combination of religious and psychological counseling for which he has been especially trained. He also acts as counselor to employees of the hospital and once a day he conducts a worship service for employees and for patients who can come to the chapel. He has discussions with the doctors on adjustment to traumatic experiences, the relationship of religion to physical problems. Upon request, he speaks at nearby churches and works with young people and with patients outside the hospital. He also acts upon several committees within the hospital, such as a Ways and Management, and a House Committee.

Another man is Director of a Guild for the Blind which ministers to a small group of blind clients in the local area but which has as its chief responsibility providing literature in braille and recorded form for blind communicants of the Episcopal Church. This man, although apparently not as part of the above job, also teaches Greek and Hebrew and Hebrew braille. He travels a great deal, has many speaking engagements. His work is part of the missionary activity of one of the established church organizations.

The last four could probably be described as being part of the missionary activities of various Christian groups, as differentiated from acting purely as ministers to specific established congregations.

Although two of these men do retain a little vision and use it in some aspects of their work, there is no evidence that they think it would be impossible to carry on without this vision.

2. Employers:

Eight members of this group are definitely in the employ of formal organizations: the Methodist Church, the Lutheran Church, the Catholic Church, the American Church Union (of the Episcopal Church), a Baptist Evangelical Association, and a hospital. One speaks of his church as

“independent” which appears to mean that he, as an individual, came into the community and built up a following which established the church which has no affiliation with any national group.

3. Hours of work:

Although several say “from 7:30 A.M. to 5:00 P.M.” or “from 7:00 A.M. to 10:00 P.M.,” all emphasize that they are always on call.

4. Assistance with their work:

Wives are the chief source of assistance and several more or less definitely stated that it would be impossible for a blind man to function in the ministry without the aid of a wife or similarly devoted person. The second major source of help is from volunteer laymen.

However, it is again obvious that the way in which these problems are worked out depends upon the individual and the setting in which he is working. Two have part-time secretaries, one hires a high school boy on a part-time basis to read and drive for him. Fellow clergy do some reading in recorded form and also sometimes aid in travel to meetings.

5. Gadgets and special solutions to problems:

Braille:

Most of these men appear to be quite proficient in the use of braille. Some maintain very extensive braille files of reference materials. One states that he not only maintains a braille record of every counseling interview, but also files of reading materials, historical, educational—anything he thinks might be useful to him. He has kept this file, well indexed, since his college days, clipping bits from braille magazines, copying from books, etc. Another states that he maintains a braille file of notes from which he could preach any one of several thousand sermons; he has these organized by subject matter.

Two state that they have special parts of the service (as baptism) and prayers in braille and read from them during the service. Another brailles his special announcements and his order of service weekly.

One keeps general church records in braille.

Recordings:

Four specifically mention the Talking Book as providing much needed resource material.

Five make or have made their own tape recordings of needed material.

One uses a tape recorder in preparing his sermons—speaking the sermon into the recorder from notes until he has worked out the final form.

Mobility:

One who finds traveling in the movement of the service difficult, especially when coming into a church for the first time, states that he goes over every inch of the chancel with his wife. She gives him a complete description. Then he counts off his steps from each place in the church to others. Then he spends about an hour practicing so that he has complete command of it.

Relating to the congregation:

To get names of new people, one minister has "attendance record" slips placed in the pews; these provide for responses like "Do you need consultation with the minister," "Are you a visitor to the church," etc. He urges people to sign these. He and his wife go over them each Monday morning and pick out new names and he gets to see these people as soon as he can. He also has a guest register and asks every guest to sign it. Other contacts for new members come through people in hospitals and from present members.

One urges the importance of a variety of groups within the church, such as a Couple's Club, to attract members.

One states that his church has a type of membership called "Associate" which allows a person from another city to remain a member of his home church yet be a member of this church and hold positions of responsibility and activity in it.

One feels that he has a problem in being unable to see expressions on faces, especially in a meeting. His solution: Getting to know people and waiting to see how they respond.

6. Travel:

All say their work requires a good deal of travel.

For five of the group the travel may be and often is anywhere in the United States and there is no sign that they would hesitate at traveling outside the country independently. Others travel a great deal but within a relatively familiar area.

One formerly used a dog but is quite definite in his feeling that use of a dog in the ministry is a handicap.

7. Professional groups:

All belong to some type of ministerial group, the type depending upon their church affiliation. One belongs to several learned societies related to his interests in ancient and oriental languages. One belongs to civic groups. Another speaks of himself as not "belonging" but has long been on the boards of several local organizations and of his college.

8. Interest and counseling in their profession:

Seven feel that they were interested in the ministry from the time they were young children. In these cases the interest seems to have grown out of the kind of home—religious—in which they grew up or out of relationship with a particular person in the family who turned their thoughts in this direction.

Two made the choice thoughtfully at a mature age, apparently following sobering personal experiences.

All had some counseling from other clergy and got their information about the field from these clergy and from colleges they attended.

None were counseled to enter the field by rehabilitation personnel although several were given assistance, chiefly in college, by rehabilitation offices.

9. Other work experience:

Four members of this group have done no other work.

Two have done some teaching and three actually still do some teaching.

Two have done mechanical or technical work. One had a poultry business, also worked in a rayon mill. One was a salesman.

One had radio experience, his own little program at a small local station, and this led him to read a lot and also taught him voice control. One still has two radio programs in connection with his ministerial work.

In discussing the relationships of previous work experience, three general patterns emerge:

(1) The one person who had previous radio experience feels this had a definite and important relationship to his work as a minister, teaching him voice control, stimulating him to read, and generally preparing him to address the public.

(2) Others indicate that previous jobs gave self-confidence, opportunities to work out adjustment problems, and some feeling of being accepted for what they could contribute regardless of blindness.

(3) Still others who did menial work indicate that this experience gave them respect for the importance of such work and for the people who do it.

Two became ministers before loss of vision.

The three with Methodist affiliation indicate that once an individual has been accepted by the Conference, it is the responsibility of the church to place him. They mention minor difficulties in being accepted by particular churches but this does not appear to have been a serious problem.

The four other persons in the group were all ordained or otherwise accepted in employment shortly after they completed their formal training. However, in one case the man had nowhere nearly as serious a visual defect at that time. Also, the chaplain is still to some degree on trial; he is a chaplain, not a minister and he says his acceptance into the full ministry will depend upon his success as a chaplain.

10. Time to attain proficiency:

One member of this group who lost his vision after some years in the priesthood states that it took him four to five years after loss of vision before he was again able to do his former work. A year of this time was spent in a hospital and recurring treatments took part of another year or two. During these four to five years he learned braille, became acquainted with the Talking Book, and in general adjusted to the visual loss but it is clear that the time might have been shortened had less been required for hospitalization. The other who started his career as a seeing person lost his vision gradually and apparently did not interrupt his work.

The remaining members of the group vary from saying that they felt proficient and accepted from the beginning to one who firmly states that "no blind person in the profession is ever proficient, comfortable or accepted. It is a constant struggle for acceptance. The minute you feel you have achieved it something will occur. It is a constant process of proving what you can do and as a result there are tensions. You are never completely comfortable and there is probably danger when one reaches that point. My associates never accepted me. They never do." His solution is that each individual must sell himself in what he can do in a given situation. He adds that you must always re-convince people, even those who know you.

11. Field work, licensing:

This varies greatly. The more formally organized churches provide some experience at least through helping pastors during the summer while the individual is in the seminary and may have two or three years of being on trial which might be regarded as a kind of internship since during this period the young clergyman is watched rather closely by the person responsible for his district.

The several denominations have their own formal procedure of acceptance, which may be called ordination, acceptance into the conference, etc. Apparently with independent churches there is no such formality.

Only one member of the group felt this procedure was different for a visually handicapped person; he said there might be certain temporary restrictions imposed on the person's activities until he proved himself.

12. Education:

One member of the group had all his schooling as a seeing person and seems to have had a great deal of college level training in Catholic institutions but actually has no formal degree. Another completed high school as a blind person and attended the seminary for about three years but, again, did not receive a formal degree.

The remaining seven had both bachelor's degrees and some degree in Divinity or Theology. Undergraduate majors are in Theology, History,

Languages, and Philosophy. Where History is not the major, it tends to be the minor.

There is general agreement that at least the bachelor's degree is necessary and typical and most regard the additional degree in Theology as desirable if not absolutely necessary. What is necessary differs from one denomination to another.

College problems and solutions:

The chief problem mentioned is reader service. Four of our group received some assistance with this from their rehabilitation departments but the actual obtaining of readers and coordinating of reading time with the rest of their program often still proved difficult. One commented that the reader service provided was not enough and he had to supplement it. Most took examinations orally or by typing and one states that he had difficulty obtaining the copies of examinations.

Only two report modifications in the courses. The course content required for students in this field appears to be highly verbal and few adjustments are therefore necessary. One indicates that science courses were replaced by music for him and he now regrets the lack of science.

Most of them attended small colleges but only half are willing to generalize and say this is best for a blind person; they are inclined to feel it depends upon the individual. About half of them received advice on choice of college from their ministers which seems natural in view of their goals.

College advice:

More than half of the group emphasize the importance of getting an excellent education and "as much education as you can," with much literature, much study of the classics, even memorizing of them. History also was regarded as important, philosophy, psychology, and even science. The only curriculum modifications for members of this group were in science and they regret it. Several recommend a small, church oriented college where people might be interested in your welfare. They point out the importance of having a knack for getting people to do things for you, especially reading.

13. Demands of the profession:

All stress the importance of good appearance and of avoiding "mannerisms."

Four stress ability to get along with people.

Six state that much energy is required.

One states that a liking for study and reading is essential.

Two say the minister must be gregarious or even aggressive but not over-gregarious, and that he must be interested in how people react and how they react to him.

14. *General advice:*

Three indicate that no one should enter this field without much soul-searching; it is not an easy field, you cannot be part of the regular group of people so in some ways it is lonely, its material rewards are small.

Each of the following was mentioned once:

This is a time-demanding field; at best the days are long and "for every minute of a sermon an hour of reading is required."

You must have someone to work with you, as a wife or sister; a blind man cannot do this alone.

Speak to your local pastor, find out the requirements of your local church.

Pray about the decision.

15. *Psychological portrait:*

Although our group is small, three rather definite types of people emerge. The original report of this study included two records which have now been dropped from the tabulation because the men were simply "supply ministers"—persons irregularly and infrequently employed to take the places of pastors who were for some reason absent from their churches. It was felt that these men were not typical of successful ministers and their records have been replaced, in the present report, by the interviews of two quite successful men.

The two supply ministers are mentioned now only because they seem representative of a type we see not infrequently in rehabilitation, persons who express great religious conviction and who may have some verbal ability although they do not usually have a high level of general competency. Because they insist that they have been "called" to the church it is often difficult to get them to accept some more practical goal. Yet they show little sign of being well adjusted people, in general live on pensions. They do some preaching or evangelical work wherever they get the chance and accept whatever remuneration they can get for this but never receive a salary. Their "ministry" seems to be chiefly a solution to their own personal problems. No one would advise persons of this ability, this personality, this lack of independence and certainly this lack of true leadership to become ministers.

A second type seems to be what might, within the ministry, be called the good organization man. Generally pretty capable, certainly able to profit by college level training, they have found in a well organized church a place where they can work with people in a way pleasing to them. They are willing to accept the rules, willing to be at lower levels of the organization if necessary, try to win approval in pretty standard ways. They fit rather well the stereotype of the minister and their blindness does not appear to be a great factor in the picture.

A third type is characterized by independence, originality, and a need to excel and to lead. Since they have for one reason or another a religious

bent, they have chosen to do their leading in a religious field but they tend toward settings other than the standard church. They are pioneers, often obviously intellectually superior, studying beyond the standard demands of their profession and using their additional learning to make a place for themselves within the religious world but outside the typical church setting. It is not always clear whether they are outside the standard church setting by choice or because, having difficulty in being accepted to the usual duties of the pastor, they have turned to specialization and are perhaps demonstrating more leadership as a result. These tend to be the fighters, the problem solvers, the ones who feel it necessary to do things in unusual ways. In general, they express more personal frustration but are out to overcome it and everything that militates against their success.

Chapter 10

PSYCHOLOGISTS

1. Job descriptions:

Their areas of specialization vary, but they have certain duties in common. Thirteen may be considered full time psychologists, with the fourteenth primarily a teacher in a school for blind, multi-handicapped children, but also psychologist for the school. Three are clinical and counseling psychologists for the Veterans Administration. Three others with similar professional responsibilities are employed by a church, a rehabilitation center for the blind, and a hospital specializing in vocational rehabilitation. One is assistant chief psychologist in a hospital and is also a consultant for a government agency. Another directs a university counseling center, teaches psychology, and acts as part-time consultant to industry. Four are engaged in the educational field, one a research worker at the American Printing House for the Blind, one operates his own private clinic and school, one a teaching assistant in psychology at a large university, and one a high school guidance counselor. One is on an OVR grant from the State of New York for his doctoral thesis, and is employed part-time by a braille institute and a psychotherapy institute, doing testing, counseling and therapy.

Specific job duties:

All but one do some psychological testing. Nine counsel in the vocational or personal area, and ten do some teaching. Three spend some of their time in psychological research. Three are consultants, and three are involved in in-service training. One is a group therapy director, and one spends part of his day conducting group therapy sessions. One does some marriage counseling, and one engages in test construction. Other duties listed by one or more include attending staff meetings, remedial reading, tutoring, psycho-drama, and supervision of patients.

There is general agreement that some assistance is required in reading, preparing reports, and general clerical detail and this is provided by secretarial help or readers, either paid or volunteer. There is some feeling that the secretarial help would be provided on the job, regardless of visual handicap.

Testing:

Five administer Rorschachs and have developed the following methods: Two men became quite familiar with the cards by using them in

three dimensions; one takes down responses on a braille typewriter; another with a tape recorder; two label the cards in the corners so that they know which card to hand the client and where to start; one man retains enough vision to administer Rorschachs by entirely standard procedures.

In administering the Wechsler Bellevue, two have the performance items marked so that they can be identified, and one has the vocabulary printed on a larger blank. One records responses to the Hayes-Binet on a typewriter and feels this is a good method since the typewriter motivates the children. He uses symbols to indicate pauses and the restatement of questions. Two use recorders for their verbal testing, and two use a braille stop watch for timing. One uses the recorder for the projective tests such as the Thematic Apperception Test, word association tests, and the Minnesota Multiphasic Inventory and scores them himself by reading back from the recording and scoring in braille. A psychologist working with blind clients has constructed an electronic self-administering Kuder Preference Record which is punched out on a large board. The school guidance counselor states that he relies on others to administer and score his tests, previously depending on students but plans to have a clerk to help him in the future. He instructs the student in administration, timing, and recording of data, and all of the scoring is done by the testing department of a nearby university. Two others stated that they use secretarial help in scoring tests.

Teaching or lecturing:

The teaching assistant at a university lectures in psychology five times a week, prepares his own lectures but does not score his own examinations. He uses recorded textbooks in the preparation of his lectures, and does not use braille notes in lecturing. He does not take roll and lets the students break in at any time during discussions. Another, who teaches a twelve week course in rehabilitation psychology, has his lectures prepared in braille notes, and uses a volunteer reader for doing the bibliography and research for the course. One does all his own reading and writing for his lectures on developmental psychology.

One taught a university course in guidance and used taped textbooks and read journal articles which he had his class abstract and evaluate. One teaches a university course in educational psychology, and his wife or secretary assists him in its preparation.

Counseling:

One counsels for the Veterans Administration and, in addition, in his own private practice does personal and marital counseling. He counsels with children, parents, and individual adults. He does not use

braille but takes notes using jet black ink and wide-line paper; however, he takes few notes, preferring to dictate the case after the client leaves. One counselor takes his notes in braille and types them for the rough draft, occasionally dictating to a central typist. Another feels the counseling is primarily a verbal communication requiring little adaptation for a blind counselor. He does not take brailles notes, feeling they are distracting both to client and counselor. He keeps a braille file and adds to it after the client leaves. The teaching assistant counsels with students when they come to him, but generally just pinpoints the problem and refers them to the psychiatric clinic or counseling center. The school guidance counselor feels that counseling is primarily a verbal process and calls it the only part of his job that can be performed efficiently without assistance. One usually types his counseling notes after each session, but states that when he sees one client after another and wants a complete record he records the session on either a Soundscribe or a Stenorette tape recorder. One worked in an observation ward with acutely disturbed patients, and although he mentioned having to give up his wooden cane for a collapsible one for the protection of the patients, felt he won some respect from patients because of his blindness in the sense that they feared him less than they did other people.

Industrial consultation:

The psychologist who is a part-time industrial consultant works with executives in therapy, spending one hour with the executive committee and one hour in a development program with the younger executives each week. He feels that if the attitudes at the top are solid, this will filter down through the organization.

Research:

One spends most of his time in psychological research relating to the education of blind children. He conducts experiments in residential schools for the blind, and constructs tests to measure comprehension of material presented in braille and on Talking Books. He employs readers to read journal articles to him, or pays to have them recorded. He uses a braille writer to make rough drafts of most of the things he writes and also a typewriter. Another functions as project director for research problems. He does not do any of the clerical work, having trained a helper to look up the bibliography, etc. Another is involved in a research program with student nurses, and participates in long-term research on vocational rehabilitation. On three or four of the projects he has planned the program, collected the data, and handled the research exclusively. He uses a volunteer reader for preparing the background work, keeping up with the journal reading, preparing the bibliography and the research.

2. Employers:

Generalizing from our interviews, the blind psychologist may hope for employment in government agencies, especially in the Veterans Administration; in hospitals, in colleges and universities, especially when these have counseling centers; or possibly in churches or in industry. Educational institutions other than colleges offer some opportunities, and private practice can be very satisfying.

3. Hours of work:

Seven work a standard eight hour day, while four do some evening work. One, who divides his time between his thesis work and part-time assignments from two agencies, states that his day begins at six in the morning and ends in the late evening. The teaching assistant teaches twenty hours a week plus preparation time, and the man functioning in the church has a staggered schedule including day and evening appointments.

4. Assistance with their work:

In discussing the area of greatest difficulty in the performance of the job, there was general agreement that reading, and especially obtaining special reading material which appeared in journals and libraries, presented the greatest problem. One man feels that since it is generally agreed that blind psychologists need some assistance, it is realistic to expect them to provide it themselves. He feels that for equality of opportunity you must offer equality of performance, and that this need for assistance can be handled in two ways: either through the personal expense of an extra secretary, reader, or driver, or through employment of the handicapped individual by an agency where the salary will be lower but an additional service provided. Another feels that although it might be a saving to the employer if the reading did not have to be done, his particular skills offset this. Another comments that with the exception of traveling, the help he receives does not differ from that of a sighted worker. One man states that since it is his own time which he uses, and the reader's time is volunteered, his employer actually has no expense. Two state that their secretaries would have been provided regardless of vision, but one adds that the amount of help he receives is not unusual but the nature of the help differs from that of his associates.

5. Gadgets and special solutions to problems:

The psychologists listed the following tools and gadgets as being of assistance on the job: a tape recorder is used by all but one of the group; eight use a braille writer, four a Soundscriber or Audograph, and individual members of the group noted the use of a braille stopwatch, binocular kinoscope, braille dictionary, braille telephone directory, slate and

stylus, and recorded textbooks. The tape recorder was of almost universal use by this group, but the trend was for each individual to find his own particular tool or device.

6. Travel:

In general, travel is to and from the place of employment and around the hospital, office, or campus. However, two men travel rather extensively both locally and to distant cities. They are the exceptions within the group, for except for occasional trips to conventions only those who state that they have travel vision do any routine traveling.

7. Professional groups:

Membership in the American Psychological Association is shared by all of the psychologists in this study except the school counselor, with one stating that he was still a candidate for membership at the time of the interview.

Four are members of the National Rehabilitation Association, three belong to the American Vocational Guidance Association, two to the American Association of Workers for the Blind, two to educational associations, and there was individual mention of the following: Blinded Veterans Association, Phi Delta Kappa, Society for Applied Anthropology, American Association for the Advancement of Science, American Sociological Association, American Society for Group Psychotherapists, the Society of the Projective Techniques, the National Council of the Psychological Aspect of Disabilities, Sigma Xi (scientific honorary), County Mental Health Association, Community Council Committee, Psychology Club and Psi Chi, and state psychological associations.

8. Interest and counseling in their professions:

Nine received information and counseling about the field of psychology from a college or university, two from the Veterans Administration, four from a rehabilitation service, and one from a private vocational guidance agency. Interest in and motivation for entering the field was individual and does not follow a pattern. One states it was a combination of interests and the feeling that he could not make a living in liberal arts or literature so he decided to take a Ph.D. in psychology. One would have preferred to have become a mathematician, but was convinced by his counselors that there was not any great need for blind mathematicians. One was going into the field of education, and states that he gravitated naturally into student counseling, vocational guidance, and from that into counseling. One studied meteorology as an undergraduate and found there were too many obstacles such as reading gauges, and in the course of taking subject material discovered he had the highest aptitude for psychology. One became interested in psychology as an experimental science in under-

graduate school but was counseled against psychology and rejected for graduate work. He felt the rejection was made on the basis of his blindness and met a great deal of opposition before he finally earned his master's and doctor's degrees. One was interested in entering rehabilitation work and felt psychology was the proper avenue to pursue. One had been a chemistry and physics major before loss of vision and felt psychology combined his high scientific interest with liberal arts. The college counseling center confirmed his choice. One states that he has always been interested in people and took psychology as an undergraduate but had to postpone further graduate study to take a job as a teacher. Later he earned an M.S. degree in counseling and guidance which he terms "close to psychology." He was counseled by a non-directive counselor who simply provided positive and negative information about the field, and feels this helped him clarify his own thinking. One tried history, theology, and social work before choosing psychology as his major field, and says he was greatly influenced by the high caliber of his first psychology professor. One went to a meeting of the American Psychological Association and talked to individual psychologists.

9. Other work experience:

Nine have never worked outside of the field of psychology. In general, their time has been spent in preparation for their present positions, and any jobs held have been internships or training positions. Four have other job experience. One worked as a student engineer in the summers of his college years, but left the engineering field because he felt he was pointed toward sales engineering which required more travel vision than he had. One had enough useful vision to function as an assistant in charge of record exams for a college, was employed as a sales clerk and a teacher, but left the teaching profession when the principal became aware of his limited vision. One was a teacher at a school for the blind while working for his master's degree, and worked with the Commission for the Blind teaching mobility techniques and administering psychological tests while completing his Ph.D. Others had a variety of jobs which were not relevant to professional work.

10. Time to attain proficiency:

Within the group proficiency was largely self-evaluated and often equated with success in the field. One stated that the Ph.D. degree represents proficiency to some degree and added that the examination given five years after the Ph.D. degree represents top proficiency. He also states that the V.A. requires a proficiency exam after two years. One stated that it was seven years, one two years, and one six months, before he felt confident. One stated it took him nine years to become successful and suggested this might be shortened by working through the summers for degrees. The man who was in private practice stated that he became successful in two

years and could have shortened this period by more money for the initial investment. One felt that he was operating as a psychologist in one year. One does not consider himself really proficient, but feels that other people do, and states that this proficiency was acquired in a year. One states that although his supervisors comment that he is doing well he does not think he is entirely accepted as a psychologist. He suggests that psychology as a field for blind workers is not as yet completely accepted, but the trend is toward acceptance.

11. Field work, licensing, and remuneration:

There is no difference in licensing for blind and sighted psychologists, but there is a vast difference in state requirements, which should be looked up for the state or states in which the psychologist hopes to work.

Field work and/or internship was generally felt to be a requirement but the amount, type, and setting varied with the area of specialization in the field. All but one had engaged in some type of field work of one to two years duration and stated that it was a requirement. The teaching assistant said that his only field work was in the preparation of his master's and doctoral theses. For school counseling there is no formal field work or internship, but there is the provision of a three year probationary period, after which permanent tenure is granted.

12. Education:

All but one were visually handicapped when in college and all earned either a B.S. or a B.A. degree.

Majors and minors in undergraduate work varied widely with eight majoring in psychology, one in meteorology, one in chemical engineering, one in psychology and math, one in English, and two in education. Minors included French, industrial education, general science, sociology, counseling and guidance, political science, philosophy, and psychology.

This group is characterized by a great amount of graduate professional training. All hold either an M.S. or M.A. degree, seven hold Ph. D. degrees, one an additional professional degree in rehabilitation counseling, and one enough credits for an additional master's degree in social research. One psychologist is embarking on a two-year post-doctoral course of training in counseling. Those specializing in the clinical area state that a Ph.D. degree is typical for clinical psychologists. One man stated that a Ph. D. is not typical for rehabilitation counseling, but the staff psychologist assigned to physical rehabilitation in a hospital stated that he is both a clinical and counseling psychologist, is on the V.A. Register and produced dissertation work in a joint clinical and counseling area. Two holding master's degrees have earned credits in preparation for the Ph.D. degree, and two hope to complete doctoral work in the near future.

There was no modification of curriculum for five of these men, but mention was made of the waiving of an art course, physical education not required, laboratory courses waived, oral rather than written examina-

tions, and special arrangements for examinations. One substituted educational testing for experimental psychology, and was exempted from chemistry, biology, and physics but states he has regretted these omissions.

Educational Advice:

Educational advice was varied, and at times quite divergent. One, holding a master's degree, urges that a young person get all the education he can including a Ph.D. degree. Another who holds a Ph.D. suggests that this is not the degree for everyone, and is for those who are interested in knowledge academically. A counseling psychologist suggests careful choice of electives, stating that he would concentrate in the areas of philosophy and physiology rather than education. Two advise having a definite plan and a clear idea of how to operate, anticipate problems before they arise, and acquire mobility skills, and if possible have another student help you become very familiar with the physical set-up of the school. One comments that acquiring a B.A. degree in psychology is worthless except from a personal point of view, and says that a blind student interested in psychology should be prepared to go all the way for the Ph.D., for jobs in the field are limited even for those with master's degrees.

13. Demands of the profession:

There was general agreement that a neat, well groomed appearance is essential in this profession. Eight mentioned this as a prime prerequisite and included such points as wearing the correct color combinations and dressing in a conservative manner.

Certain personality traits were stressed as desirable and there was the feeling that these traits were characteristic of the professional psychologist, sighted or blind. A stable, well-adjusted personality, scholarly interests, and a great interest in people and their problems were found essential. One man stresses the necessity of inner strength to withstand failures and the flexibility to remain stable during periods of anxiety.

Two of the group advised students to acquire mobility skills.

14. General advice:

Advice was quite specific and individual, and included the following thoughts, each mentioned once:

"You have to be quite verbal, and have the ability to meet and talk with people. It is an emotionally taxing situation, but a most gratifying field if you want to help people. If you honestly feel for people, psychology can be the answer to a professional need. But we must look at ourselves and acknowledge that like many handicapped people, there is an extreme tendency towards egocentricity, and if you cannot rise above this you will always function in a limited fashion with people."

"There are certain levels of intellectual ability required for a Ph.D. The blind psychologist not only has to meet these minimum standards,

but should be able to meet them by 10% or 15% over, to compensate for the difficulties he is going to run into. A person has to start with a little more on the ball to end up where he wants to be."

"Do not be afraid to try something new. In many cases a blind person does not have job flexibility, and automation is going to be a threat. You have to have something that is in demand, and the ability to shift from one function to another."

"Go slow about making decisions, consult other blind persons for techniques and emotional reactions, but weigh just as heavily the opinions of sighted persons about a blind man's ability to perform the job. Go to a rehabilitation center and use all resources."

"Psychology sometimes seems appealing to students who are taking it to fulfill their own needs, rather than thinking of it as a vocation. If the subject matter seems too intriguing, the person should look for another field. Money grants are necessary as a graduate student to hire readers."

"Psychology requires superior intellect—a 120 I.Q. or above—and you have to be willing to put up with some of the tedium of reading experiments."

"Too many blind students just fall into graduate work because people helping them feel they are intelligent. There are too many professional graduate students who do not have a specific goal. Unless a person has the desire and a goal in mind, it is a mistake to go to college just because he is intelligent."

"My advice to young people considering this profession is—don't. If you do, get your Ph.D., and if you want to take clinical, stick to therapy and stay away from testing. If you want to start a casework and psychotherapy agency, not only do you have to know your psychotherapy, but you must have some idea of how to supervise case workers. You also should be able to teach at least through senior high school."

"Have access to and profit from the skills of professional counselors. Not high school teachers or pseudo-counselors attached part-time to a counseling unit, but really competent people in counseling who can do a professional job. And do this as early as possible."

15. Psychological portrait:

Perhaps the most striking thing about our group of psychologists is their youth. Only one is over 41 years old. They are young members of a relatively young profession and there is about them a sense of freedom, a sense of being willing to try new things, to take a chance with a new way to solve problems. They are therefore a group characterized by ingenuity and a fresh approach.

They are scientists in the sense that measuring devices are their tools. The extent to which they use these devices and the particular device used varies with the men and the settings in which they work, but all show scientific respect for measurement. In some cases it has been necessary

for them to work out special ways to use their measuring tools because of their lack of vision, and in other cases they had to omit certain measures which other psychologists would commonly use.

This has troubled them the less because in every case they perceive the client as far more important than the measures. These are definitely not psychometrists who center their thinking upon the measuring device and its use. These are psychologists for whom the measuring device is merely one way of knowing the person.

It is significant that our group is made up chiefly by counseling psychologists; they do not represent anywhere nearly all the areas of professional psychology. Although it is not clear that it would be impossible for blind persons to function in some of the other areas of psychological specialization, it is reasonable to suppose that counseling is one of the easiest aspects of the profession for a person with a visual handicap. Therefore it seems likely that lack of vision does have something to do with the fact that these men spend so much of their time in counseling or in the direction and training of counselors.

Another factor in this choice of specialty may be their own temperaments. There is about many of them a quality of introspection and self-analysis which makes one wonder if they have not chosen to be psychologists partially in order to understand themselves better. Whether this is a good reason for wishing to become a psychologist is, of course, another question. There are those who might argue that having had problems oneself helps one to understand the problems of others—much as many of the interviewees argue that the one value of their blindness is that it helps them to understand other blind people.

It is interesting to note that despite their youth, a number of them are already in positions which involve teaching or administration. This seems to be a tribute to their excellent academic ability which has enabled them to achieve advanced degrees, and to their organizational ability.

There are several professions in which it is generally agreed a blind person could function at the advanced levels but doors to these professions are often closed on the grounds that the beginning jobs require vision; since the blind person could not do the beginning job, he is discouraged from preparing for the profession. This objection has in the past often been made with regard to psychology. Our interviewees have solved this problem largely by taking the routine, more "visual" jobs as part of graduate training, not a paid job. Under these circumstances they were accepted and often helped to solve the problems created by lack of vision, whereas an employer might not have been willing to put the extra time and effort into such solutions. We therefore have two reasons to encourage the choice of psychology as a profession only where we believe the individual is capable of doing graduate work; truly professional jobs in psychology are not open to persons with only the bachelor's degree and for the blind person, the problems of routine entry assignments are best solved by doing these activities as students, not as workers.

Chapter 11

COLLEGE TEACHERS

1. Job descriptions:

There is a considerable amount of uniformity on specific job duties within this professional group, with the differences falling mainly in specialization and courses taught. Six teach mathematics or physics, five teach law, political science or history, five teach psychology, three sociology, four are foreign language teachers, one teaches speech fundamentals and directs the radio-TV workshop, one teaches English composition, one teaches English as a second language, one is the head of the music department and teaches some theory, and one teaches music as well as giving individual piano lessons. Two are employed in business administration departments, and one is professor of economics, and one woman supervises intern teachers at a university. She does no actual classroom teaching, but is responsible for three kindergarten and three first grade intern teachers.

In addition to actual time spent in the classroom which is generally estimated at 12-15 hours, most of the college teachers spent many more hours preparing lectures, researching, writing for publication, and studying in their own specific areas. One law professor carries on a law practice, while another who specializes in constitutional law and the Supreme Court also writes in this area.

One sociologist, who lectures and writes in the field of criminology and juvenile delinquency, is also the president of his state's prison society which involves consultation with prison personnel.

Specific job duties:

Preparation and classroom presentation:

College professors, like most professional people, need to do extensive reading both to keep abreast of new material in their fields, and to prepare lectures and discussion topics for students. Seven retain enough vision to do this reading for themselves, but the remainder must find other sources. Ten have their wives or other relatives read for them, four employ readers at their own expense, four use students, one uses the services of the department secretary, and one has a part-time secretary employed by the college. Three find volunteers, either from a college service organization or a women's service organization.

Recordings and Talking Books are also a valuable aid. Recorded textbooks are utilized by seven men, and unspecified recordings by seven others.

Eleven prepare lecture notes in braille, but one comments that he finds lecturing from braille notes too slow and lacking in spontaneity and prefers discussions and questions and answers. Three report using brailled textbooks, with one copying all of his texts into braille himself.

One teacher handles the problem of identifying students in class discussions by having assigned seats so that he can learn to recognize the direction of each voice, while others have each student identify himself by name before speaking.

Checking attendance:

Various braille methods are the most popular means for taking roll, with only two using students to perform this task. One man constructed a rack with braille cards, and had each student remove his card when he left class, but discovered this did not work too well because of the large number of cards.

Discipline:

Discipline is not listed as a problem by the majority, although seven use assistance in proctoring examinations. One advises never having an unproctored test. Three use students, one, a teacher, and one his wife to proctor. A few individual methods for handling discipline were described such as standing up and walking around, rather than sitting, to maintain better control; pausing when someone is talking while he is talking; talking louder or standing in front of the row where the sound is heard.

Blackboard writing:

In general, totally blind teachers avoid use of the blackboard. However, two who have no vision use the blackboard routinely and feel it is a useful skill to develop. One says he has good space perception, and is able to write well, and the other states what he is writing as he writes it. Two write on a projector and the writing is projected on a screen for the students. Three with useful vision use the blackboard regularly.

Grading papers:

Twelve state that while they must have someone read the papers to them, they prefer to make the judgement on grades and comments themselves. Wives or readers read the papers to them. Thirteen have their wives or readers correct papers, and two state their secretaries score for them. Four retain enough vision to grade papers themselves.

2. Employers:

Universities, generally quite large, employ twenty of the group, seven teach at small private colleges, two at junior colleges, two at state teachers colleges, and one at a college of osteopathy.

3. Hours of work:

Hours spent in the classroom are most commonly listed as 12 to 15, although one professor states that 20 hours a week is standard for his university. Hours spent on preparation, research, and writing were not estimated. Some appear to have more leisure time than the man who works from 9 to 5, yet as one professor of economics puts it, "I don't have hours. I work all the time at my profession."

4. Assistance with their work:

The general feeling within this group is that their activities are comparable to those of sighted college instructors but they require assistance in such specific areas as grading papers, keeping attendance records, proctoring examinations, and preparing lecture material.

5. Gadgets and special solutions to problems:

Braille:

Braille has proven useful in keeping attendance records, class lists, and lecture notes, and in a few cases, for texts. Two mentioned the use of braille writers, one the Banks braille writer specifically. A slate and stylus or cardboard writing board were mentioned as useful for writing comments in class.

Recordings:

As previously mentioned, recordings of textbooks and source material are used widely, with Recordings for the Blind listed as the main source. A few have readers record pertinent material for them. The College Textbook Service in New York will record any text upon request and already has some recorded.

Special Gadgets:

One mathematics professor uses a Marchant calculator with braille numbers which was constructed for him by the Marchant Company. A math and physics professor has constructed a gadget for drawings, which is described in Chapter IV. A music teacher describes a metronome with a plastic gauge which he obtained from the American Foundation for the Blind, and he had a piece of tin shaped and grooved which is attached to his electric metronome as a gauge. An overhead projector was mentioned for use in class instead of blackboard writing.

Visual aids:

Two mentioned the use of films for presenting material to students.

6. *Travel:*

Travel other than to and from the job, is not considered a requirement for college teachers. Eighteen travel only to and from the campus in the performance of their jobs. Six travel frequently through city traffic to reach their schools. Occasional distant travel, usually to professional conventions is listed by eight.

7. *Professional groups:*

The majority are members of the American Association of University Professors. All but four belong to one or more professional groups in their specific fields, and thirteen have held offices. Four belong to educational organizations, and two to community groups. The law and political science teachers tend to belong to more groups and to assume more responsibility than the other teachers and the psychology professors generally join the fewest groups, often just one professional organization in which they assume no responsibility. Novice or beginning college teachers tend to belong to educational groups, while the older, more experienced teachers choose a number of professional organizations over the educational groups.

8. *Interest and counseling in their profession:*

Twelve became interested through a teacher, six as the result of course work in the specific area. For six, interest was stimulated by friends, relatives, or books. Eight do not recall how their interest in the field began.

Twelve state that they received no counseling about the profession, while twelve others name teachers as counselors. Five were guided by trained college counselors, two by personnel in a school for the blind, two by an agency for the blind, and one by another rehabilitation agency. One received counseling in a regular high school setting. Much of the counseling was informal.

9. *Other work experience:*

Teaching has been the only work experience of eleven of the group, where the trend was to move from graduate school immediately on to a campus. Eight had varied experience before teaching including a law practice, being a concert pianist, five years of public relations work for a sociology teacher, kindergarten teacher, and assembly worker. One sociology professor was away from teaching for twelve years during which he was a social worker and newspaper writer and felt the experience was valuable.

Some turned to other fields because they could not find teaching jobs. One physicist worked in industry and felt he gained valuable technical knowledge. A Spanish teacher played the piano and gave piano lessons, an English teacher did piece work for a training school for the blind,

which taught him to use his hands, he states. A math teacher spent seven years as a shipping clerk, typist, and braille transcriber while attending graduate school. A psychology instructor worked in rehabilitation at a family study center for five years, and one psychology teacher ran a vending stand, was an inspector in industry, worked in a furniture factory, engaged in some private counseling, and did volunteer counseling for the YMCA before beginning his first teaching job.

Three held other jobs before their loss of vision: one was a public accountant for five years, one was a clerk-stenographer and one a typist.

10. Time to attain proficiency:

All but one were blind or had a serious visual loss upon entering the teaching profession and their present job, so adjustment was to the demands of the job not to loss of vision. Tenure was mentioned twice as a criterion for proficiency; generally proficiency seemed a matter of self-evaluation, and as such difficult to evaluate. Five noted it was impossible to make this judgment, five felt they were accepted from the outset, one reported five years to become competent, one said two years, one said one year, and one felt a teacher never becomes completely proficient.

Time to get a start:

Twelve were launched on their teaching careers before their training was completed, and four had jobs within one or two months after completing training. However, some of these teachers were not so fortunate, and discouraging, frustrating experiences were reported.

Time from completion of training to actual functioning on the job varied from six months for three to four years for one, and seven years for another.

11. Field work, licensing, remuneration:

There is no provision for field work or internship in college teaching. Remuneration is generally dependent upon rank held and sixteen felt there was no differential in remuneration as compared to sighted college teachers of equal rank. Eight felt their salaries were less than for the same quality and type of work.

Others felt they were earning or had earned less because they had to accept jobs in small colleges which seeing persons with their qualifications would not have considered; their salaries began lower or they did not have the opportunity for advancement; they are forced to teach less well paid subjects (i.e., English teachers in general receive less than science teachers); or they were forced to remain in teaching when a seeing scientist with their qualifications would have moved out into better paid industrial or research jobs.

12. *Education:*

Thirteen hold the Ph.D. degree, two an LL.B. degree in law, one is a Doctor of the Science of Jurisprudence, one holds a Bachelor of Literature from Oxford, which he considers roughly equivalent to the Ph.D. Two are at present Ph.D. candidates, and three have earned graduate credit beyond the M.A. level. Nine hold either an M.A. or M.S. degree, and the one woman with a B.A. has taken a fifth year for teacher certification at the University of Hawaii. The general feeling is that the Ph.D. degree is typical for teachers at the college level. As one professor comments, "A Ph.D. is the college professor's union card."

College problems, curriculum modifications, aids, and advice:

Since college teachers in the same areas of specialization tend to mention the same problems and advice, it seems logical to analyze this area by groups.

Mathematics and physics:

Mathematics was the undergraduate major of all but one who majored in psychology. Minors included mathematics, English, Spanish, and education. The only curriculum modification noted was a thesis instead of experimental work for a graduate physics degree, and working in laboratories in pairs.

Aids included special study rooms, free braille transcribing, and readers.

Advice to future mathematics professors: "Take as many math courses as possible. Almost every standard calculus course gives examples of how methods of calculus are applied to solving problems in physics, and a professor who isn't aware of these methods will have difficulty. If you are going to be a mathematician, be a literate one. If you want to progress in math you must meet the necessity of writing things down. No amount of mental capacity will serve to carry out mathematical reasonings unless they're written down in some form in which intermediate results can be referred to later." "Math is particularly good for a great deal of reading is not required as a student. In math most people find it necessary to visualize, and it is a discipline that is the product of the imagination, not of observation. To do math all you have to do is think clearly. It is possible to know what a triangle is even if you have never seen a triangle."

Political science, law, and history:

Three majored in history, one in political science, and one in philosophy. Minors were philosophy, political theory, and political science. Advice was general: a blind student should major in a subject he is interested

in, and should use techniques such as braille which get the work done most effectively.

Psychology and sociology:

Three majored in psychology, two in sociology, and one in philosophy and sociology. Minors included history, economics, philosophy, and business administration.

One man advises blind students to seek organizational contacts. He says academic standards should be kept especially high, and that fraternal or campus groups are valuable to cultivate friendships. One professor warns students not to consider graduate school unless they are solid B students.

Liberal arts (language, speech, and music):

Two majored in music with education as a minor, two majored in English, one in liberal arts, one in philosophy, Latin, Greek, and French literature, and one in Italian, French, and Spanish. Minors included German, Latin, French, English.

Educational advice was quite specific to field taught. A music teacher advised, "I would say that music for any student is a pretty tough field. Only those who are really at the top in ability and training go very far. Don't decide you don't want a master's degree; it is almost essential now."

A language professor who teaches English as a second language warns that pure linguistics is very difficult and there are only a few schools which give good preparation. There are, however, unlimited opportunities in this field.

An English professor presents the problem of reading in research for so few readers are trained to look up research material. He solved this by researching a poet about whom nothing had been written!

A language teacher states, "If a young person wants to teach it must be his whole life. You have to study all the time to equip yourself to be in a better position than your colleagues because you won't have textbooks all the time. Have fine pronunciation, as nearly native as possible, and make yourself an authority."

Business and economics:

The two business teachers attended large universities as sighted students, one continuing graduate work in a large school upon loss of vision. His major was mining engineering but he changed to industrial relations when he lost his vision.

The economics professor attended Harvard University and majored in economics. He comments on the choice of a college: "There is no doubt that the choice of a college is less important for the future pro-

fession of college teaching than the choice of graduate school, and the most important thing is to pick a top rate college. I don't mean a prestige type college, just a good one, and it can be small. Some small colleges have the advantage of making it much easier for the student to get around. Also there may be a greater intimacy between the student and faculty, for in a big university some professors are very remote and do little more than lecture."

13. Demands of the profession:

There was general agreement that a good personal appearance was essential in college teaching. Careful choice of colors, grooming and neatness were mentioned and one man felt that a college teacher should have normal looking eyes.

Five felt the profession demanded special energy with mention of working evenings and weekends on preparation. The ability to associate with people easily, and a generally outgoing, forceful personality were considered important by four. Also mentioned were adaptability, crisp clear speech to teach languages, need to work twice as hard at reading and research, coordination and grace of movement, perserverance to keep up with the literature, not being sensitive, and the realization that teaching is a calling and is not as highly paid as industry.

14. General advice:

Individual teachers advised as follows:

"Have a broad graduate school background so that you could teach several courses, and don't become too specialized."

"It takes a great deal of time to do it. It takes a lot of skill for a blind person to learn to travel, learn techniques of grooming, to handle the job effectively, and it takes an ability to handle people in order to utilize the volunteer help that is available."

"Music is a tough field even for a lot of the best sighted students. If they have any other interests I think they should choose a field other than music. If they are very talented, and have very good ears, possibly they could try it; outside of that I'd try to discourage them."

"You must have a personality for teaching, whether blind or sighted. First is a love of people, a desire to impart information, to want to help, for if you don't have this kind of make-up you're no good for the teaching profession. This comes before scholarship, writing books is secondary to the teaching profession. Be realistic, not over-confident and bear in mind it will be a struggle."

"There are great opportunities in foreign countries, but salaries are usually lower outside of the continent. I believe it is very important for a person to be either married or have a Seeing Eye dog if going to a foreign country. You don't know what travel conditions are."

15. *Psychological portrait:*

These men seem very typical college professors. Although they express some doubts about acceptance, etc., these doubts do not seem very different from the doubts many seeing college professors would express—they merely have a different basis. Indeed, to one familiar with the considerable amount of competitive feeling on most campuses, the great drive to keep writing papers, publishing books, etc., in order to be recognized, our interviewees sound almost placid. A number of them evidently do publish from time to time, but it may be that they, perhaps unconsciously, feel blindness excuses them from the constant demand others seem to feel for doing this.

While a few drifted into these jobs when unable to get others related to their major fields of study, most of them sound content with campus life which is still a rather special form of life even in these days of college professor-consultants in many areas of business and science. This is a place where people compete chiefly through words. This fits the intellectually superior blind person almost perfectly. They love to amass information and often love to spend hours reasoning through its application. But in the business world one usually still has to do something beside talk about this information; on the college campus you can be paid (perhaps not too well!) for talking about it.

Moreover, the college campus is a somewhat protected place. This is true at least psychologically even when the campus is in the middle of a big city. It is usually also true physically when the campus is outside a city. The travel problems are fewer. One continually associates with the same group of people who get to know one's habits, peculiarities and needs—and this is likely to be true not only of fellow workers and students but also of shop keepers, restaurant managers, etc. And the stereotype of college professors, in general, is such that many people feel they need a little tolerance and even a little protection from the realities of the rest of the world! The professor need not be blind to get this kind of attention.

There is also a high status value attached to college teaching. To have such a job at all, and certainly to have retained such a job over a few years, gives an individual a social-intellectual position commonly regarded as unassailable from the outside. This, too, is a form of protection for a blind person—as it is for many others.

And, happily, the college campus usually is an intellectually stimulating place. Here there is always someone with common interests for a luncheon companion in the faculty dining room; here it is easy to be part of a group seeing a play or listening to good music. The loneliness which some of our superior interviewees have expressed is less likely.

Also, in the student body there is almost always a source of help and usually at not too high a fee—if any fee at all. College students always need a little extra money and will do many things either for the status

they gain from "helping teacher" or for the satisfying intellectual contacts they find in working with the professor. This makes the finding of occasional or regular assistance easy for the blind teacher.

College teaching, then, sounds a rather ideal goal for the blind person. However, it is necessary to keep in mind that he must love teaching, he must find joy in imparting information and stimulating young minds. If there is, for him as a person, no reward in this he may not find the financial rewards satisfactory even though he is as well paid as his fellow teachers. Also, he must keep in mind that a great deal of reading will always be necessary, throughout his career. Books and professional journals are the means of communication of the college world even when the individual does attend the convention of his own particular specialty. This means that he must love not only teaching, but learning.

Chapter 12

TEACHERS

1. *Job descriptions:*

Classroom teachers in residential schools:

These teachers work with pupils who are either partially or totally blind and are enrolled in a school in which the total school program is set up to fit their needs. There are no children with normal vision enrolled in the school. This type of school, called the "residential school" has as its goal the education and training of students in the same subjects as the sighted students plus special skills such as travel training, braille reading and writing.

In the primary grades there is much individual work with the students. Very basic things are taught: orientation to the immediate physical environment and the people in it. For the young there is a work period, perhaps number and social concepts, or work on small manipulative equipment to develop finger coordination and to develop an awareness of their olfactory and kinaesthetic senses, also to develop an awareness and comparison of the size of things meaningful to the young child; this practice also develops flexibility and grace of motion. Outdoor activities give first hand experience with things within their understanding as a trip to the post office, the mail box, or the grocery store to buy something.

One teacher has a collection of three dimensional figures—shell forms, animal forms, cats in different sizes and positions, squirrels, a horse with a colt. After the youngsters recognize and identify these objects by feeling them, they serve as excellent conversational pieces and can be incorporated into many subject areas. For identification of the physical world, one teacher paid \$26.00 for a gadget called the "Hear-a-lite". The "Hear-a-lite" looks like a long pencil, with a battery and an ear-phone similar to a hearing aid. It makes a sound so one can tell when it is on or off. The student carrying it can hear the pitch change as it discriminates between the light and dark of things. For instance, from the change of pitch the student can tell from the "Hear-a-lite" the difference between sidewalk and grass or find postage stamps on cards.

In the intermediate grades, students move gradually from the first hand experience of things to their symbolization. They learn to read and write in braille and develop understanding in number concepts. First, these arithmetic concepts are set up with concrete objects, then later

worked out with symbols on the Perkins Braille Writer or by the Nemeth Code. One teacher mentions having her students use the abacus for addition and subtraction.

Another device used mainly for those pupils who once had vision or still do have some is the Magna-board. It is the size of a portable blackboard and both sides can be used. Sticks can be put on the board from left to right so students can get an idea of the straight line. Print letters and numbers are cut out and attached to the board with a magnet. Arranging these materials on the board, arithmetic problems can be taught to a visually minded child. Braille numbers can also be used on the board. The Magna-board is also used for nature study, recreation and social studies with birds or other figures. Another teacher saves cartons and uses them in connection with liquid measurement, dry measurement, or in arranging them according to size and texture or arranging them in relation to each other as far as height is concerned and finding places to put them away. Another uses a time buzzer for children who tend to dawdle; it helps them develop a sense of time and how to estimate it.

The tape recorder is used in addition to the braille texts and writing materials. One of the teachers records the Wisconsin School of the Air Programs, and presents the best to the students, in the meantime preparing pertinent questions.

The Bonham Graph Board is used at the high school level. It is a large board with inches on one side and pentameters on the other which can be substituted for graduation. This board can be purchased from the Royal National Institute for the Blind, 224 Great Portland Street, London, England. For geometry a braille compass is used; also used is a felt board that is cut with the wheel. It makes perforations so that the student can feel the circle and feel the lines. Braille rulers are also used. One teacher presents a geometrical theorem to her class and then goes around to each child with two pencils to show them where the two lines intersect. With the Sewell Embossing Set one draws lines on cellophane paper and the rubberized material underneath it raises the line. It is not necessary for the student to turn the paper over to feel the raised figures.

For the industrial arts class, or "shop", the goal is to teach the visually handicapped students how to use their hands. They learn such things as woodwork and basketry. The teacher can feel with his hands what they have done. Whether it is the right wood can be identified by aroma and feel. In woodworking, the teacher places the student's hands on the material showing how to measure, saw, etc. Another teacher is carrying out a project in his classroom that involves industrial arts, elementary physics, and applied science. In science for these youngsters the experiments are designed so that the end results are tactile, audible, gustatory and/or olfactory.

During typing class the teacher circulates around the room and can check posture by running her fingers across the back of the chair. When the pupil speaks this also tells what position he or she is sitting in. The typing teacher places her fingers over those of the student's to check the actual mechanics of typing.

Supervisors in residential schools:

The director of advanced studies at one of the residential schools functions in more than one capacity. He is liaison between his residential school and the public high school to which they send their senior high school students. He also works with the teachers and the 10th, 11th, and 12th grade students. He helps the latter learn efficient study habits, and with the former tries to provide a proper setting and curriculum for a good school education. This man selects, employs and trains readers for the students and administers a state-wide fund for reader service for college students. He has a full time secretary who does all the book and paper work.

Another man, a residential school principal, supervises, directs and plans the academic program. He keeps all his records in braille. Those records which need to be in print are kept by his secretary under his direction. The entire school program is kept by the principal by a hand-made gadget. He made a 30x30 board on which he put a heavy piece of cardboard. With a tracing wheel, he drew squares and lines as on a regular schedule chart. He then made little tabs on his Perkins brailier. Thumbtacks were inserted through these little tabs and they were pinned up on the board providing him with an immediate and accessible schedule for every class being held in the school.

Another handy gadget is a reading stand, multiple-purpose. It has a clamp to go on the back of the chair or on the table top and has cushions so it won't scratch. It can go in a 360 degree circle from right to left or up and down. It is for low-vision people to use anywhere from a sixteenth of an inch away from their eyes or whatever distance they need. It has a folding music rack on top of which any type of material may be put and it can be held as close as desired. For example, if you want to copy something from a typewritten sheet you can transcribe print into braille without picking up the printed sheet and memorizing so many words. One simply puts the printed sheet on the rack, reads it, and brailles onto another sheet at the same time.

Another in this group is a coordinator for courses for the adult blind. She has vision enough to travel without aid and also to read large print. However, most of her paperwork is taken care of by a secretary. She is employed by a residential school and supervised by its principal. Her job is liaison between the students and university, placement, counseling, and supervision for students studying home teaching. She prepares schedules, puts their exams into braille and

proctors them. Any questions the university has concerning the students are referred to her. If a student encounters difficulties, this woman gets in touch with her liaison man at the university who in turn speaks to the professor involved for better understanding. Her students come from various parts of the country and she keeps their home counselors informed through progress reports. When the students have completed their course work in home teaching, she places them in their practice teaching or field work in various agencies for the blind where she keeps in close touch with the agency supervisor. Supplementary reading books, tapes and readers required by the students are also secured by this woman's department for use by the students. She supervises the students and her secretary.

Resource teachers in regular public schools:

The purpose of the resource room in the regular public school is to offer to visually handicapped youngsters the opportunity to attend a regular public school in their own home area.

The resource room is a regular classroom in the building. There are usually about twenty to twenty-five pupils enrolled in it. However, there are seldom more than two or three children getting help at one time.

In this set-up the visually handicapped students go into the regular classes and participate in the general work and activities.

However, before school begins, the classroom teacher and the resource teacher familiarize themselves with the pupils' backgrounds. When the students first come to school the resource teacher takes them individually, getting a partial idea of their work accomplishments, interests, etc., and goes over their program making any adjustments necessary. The regular classroom teacher confers with the resource teacher and they exchange necessary information concerning preparation in materials and methods. The resource teacher finds out what texts the regular class will be using so that she may get these books brailled and available at the beginning of the year for her students. If they are not ready on time she might use tapes in the interim.

These children spend approximately one-sixth of their day in the resource room. They come in to do some extra reading, research on written work, or anything that needs to be done on the braille writer or the typewriter. The resource teacher also acts as tutor and counselor to the pupils. She teaches braille and typing, helps them with their reading and social etiquette or personal difficulties. If the child is behind in his work, it is up to the resource teacher to see that he catches up to the best of his ability.

The child usually learns to type in the third or fourth grade. Before this, all of his papers from the regular classroom are done in braille and then turned over to his resource teacher who puts the print above

the braille exactly the way the child has it and returns it to the regular teacher for grading. Sometimes the resource teacher might type a note on the bottom of the student's paper saying that he is using an "ed" for an "m" or something of this kind. The regular teacher relays the message to the child and when the child returns to the resource room the correction is again taught to him by the resource teacher. In correcting the braille mistakes of his children, one resource teacher reads the student's papers onto his dictating machine, including the mistakes and if the child misspells a word, he spells it aloud. With his pencil he underlines the mistakes in braille.

In the resource room the children also learn the art of listening well by listening to records. One of these teachers mentions teaching the children steps to a folk dance so that they are better able to dance with the sighted children during gym. The regular teacher takes care of the report card and the resource teacher keeps the child's cumulative record in braille.

Essentially, the job of the resource teacher entails coordination between the student, teacher and parents, and securing materials by transcription, braille or disc. Independence is encouraged in the individual student so that he does not become too dependent on the resource room instead of using his own ingenuity. At times it is necessary for the resource teacher to drop in on a class to observe one of her pupils to see why the student is having particular difficulty with his work.

The resource teacher needs much flexibility in her teaching methods so that they are in tune with methods which the students' regular classroom teacher uses; otherwise the students might be quite confused by two varying methods.

Teachers in integrated classrooms in public schools:

More and more, the public schools are putting visually handicapped youngsters into the regular classrooms for all of their work and using the resource room as just described. However, there are schools which put them into a special class for almost all of the first two years in school. Then they are gradually weaned away from this class into regular classrooms. This class might contain youngsters of kindergarten, first and second grades and possibly third grade. They are grouped for their work according to their ability, not their grade level. When entering school, they are often found not to be at the same readiness level as sighted children and need more individual attention. They learn the same things—reading, writing and arithmetic, etc., as the sighted classes but their symbolization of concepts is developed through braille.

During the second year, the child might be permitted to join his regular class for music or gym, or perhaps social studies. By third

grade most of these children have achieved their braille skills and can handle themselves personally so that they gradually spend more and more of their time with their regular class until they are almost completely integrated by fourth grade.

Supervisor of educational recordings:

One man is in the special field of auditory aids for learning, tapes. He is a supervisor of educational recordings for a city school system with 60,000 boys and girls in elementary and high schools and 2,000 teachers. It is his responsibility to expose them to educational experiences through the tape media. He works directly with the teachers, helps plan recordings, helps a teacher in the operation of a tape machine, provides tape for language laboratories, finds people from different parts of the world with whom to exchange tapes, edits tapes and puts them together. The teacher who wants the tape for her class decides on the topic or type of tape she wants and the length of time it is to run. This man has a technical assistant who does such things as clean the tape, copies a tape from a radio program, saturates the tape for efficient sound projection and that sort of thing. Most of his business is handled by telephone, orally or by tape. He has a tape library in his office; he labels the tapes in braille and keeps a card catalogue on them in braille. He does his monitoring by ear.

Teachers in agencies for the blind:

These people train the visually handicapped adult who comes to the agency either on a day basis or a boarding-in basis for programs aimed at travel, psychological, and financial independence through the acquisition of certain needed skills. Some of these skills are typing, braille, travel training, bookkeeping, a general education for those who have not had a grammar school education, discussion groups of personal and social problems and, in the summer, for young people going from high school to college, a college preparatory program. Two are specialists in braille and this is all they teach. Each teacher has her pet techniques of instruction. For instance, one instructor uses a braille text with beginning students and starts by teaching the braille alphabet and a little punctuation. If they have trouble memorizing the letters, she introduces the writer earlier since she feels writing the letters helps keep them in mind. Then she introduces the slate and stylus; afterward she introduces contractions. She also teaches Grade Three braille and a system of taking lecture notes for those who are preparing to go to college.

Another man in this group is a braille consultant for a state home for the blind. He teaches braille in various recreational facilities maintained by the home at different locations in their service area. He not only teaches the blind but he also coaches and supervises some

of the sighted volunteers who teach braille and checks their methods. He supervises students taking on-the-job training. Another part of his job is assisting in materials and methods being used in the special education program of the city schools.

Besides teaching adults, one teacher works with children from the city's center for blind children. She might have a child who, due to illness, could not attend school classes and comes for special help. This woman teaches braille, typing, dictaphone transcription and book-keeping. Her office is really a classroom with a large desk for herself. She uses a braille Marchant calculator for teaching bookkeeping. The keys have both regular print and braille numbers. She needs to have a sighted person correct the typing tests. She keeps all her files in both braille and typing. She is supervised by the director of training and is also under the supervision of the executive director.

Another man is a braille consultant and educational counselor, employed by a state commission for the blind. He tutors youngsters needing extra help in regular public schools by taking them out of their regular or integrated class into another room in the school for an hour each week. He also determines the advisability of having the child go to a regular class, resource room, or perhaps a residential school. He provides the materials, such as braille texts, needed in the schools.

Visually handicapped teachers in regular schools:

Four of these teachers are at the primary level; two are kindergarten teachers who can read print if it is large and dark, the other two are totally blind. All of the teachers are supervised by their immediate superior, their principal, concerning the quality of the work that the children are receiving and producing. If any one pupil has a particular problem, the teacher will resolve it through discussions with the principal and with the parents.

The materials of the kindergarten teacher are large because of the age of the youngsters she teaches. For this age group, story-books are comprised mainly of pictures with a couple of large print words on each page. She carefully goes over these words when she is reviewing the book in preparation for presenting it to her class. When "Storytime" comes around in class, she quickly recognizes these same words or remembers them verbatim when she displays the pictures and reads about them aloud to the children. During "Quiet-time" they might go to a book to look at the pictures and interpret the story they have heard at their leisure and at their own pace of learning. These teachers happen to play the piano by ear and have sufficient vision to see the motions of the children as they respond to the music with rhythmical dancing or perhaps a rhythm band. "Telling Time" when the child stands and tells something of interest to the group

("I went to the zoo. I have on new shoes", etc.) obviously offers no problems. Activity period is adequately supervised by the teachers since they have object perception and can see the children moving about the room.

Attendance is recorded by each child wearing a small manila tag with the letters of his name put on it by his teacher; she uses a magic marker, a large felt-tipped ink pen which writes very black. The first day that the child enters the kindergarten classroom with his mother, they see these tags laid out on the table by the door. The teacher greets them at the door, the mother identifies herself and her youngster and the teacher pins the tag on the child. The absentees are identified by those tags remaining on the table at the close of the day's session. For any records these teachers might need, they print their letters an inch to an inch and a half high on theme paper. In this way a written record of each child's progress can be kept.

During the early weeks of school, one teacher took the children for neighborhood walks to see signs of autumn. They casually pointed their homes out to her as they passed them along the way and she made a mental note of it. This helped overcome the difficulty in reading street names and house numbers, when home visits were necessary.

The teachers at the third grade level felt that it was important to be able to write on the board occasionally. For these teachers this skill happened to be acquired before they became blind although they felt that the blind should, in addition to learning braille, also receive training in printing and handwriting if they want to teach sighted children at this level of elementary school. After the teacher writes the material on the board and the pupils have finished with it, it is erased so that the teacher will not inadvertently write over it later on in the lesson if he needs to use the board again. In a higher grade this board writing can be delegated to the students and the teacher simply dictates or supervises it.

In the third grade the problem of teaching children handwriting occurs. How does one present it and evaluate it? The teachers use various ingenious devices. They might distribute samples of meaningful handwritten materials which can be obtained from other faculty members, from their readers, from volunteer workers or from older students in the school. Student teachers can handle these skills to give their days in the classroom more meaning and their practice teaching more actuality rather than mere observation. Moreover, the teacher who has learned handwriting can put the letter on the board and she and the students can evaluate it together: the slant, the size, the proportions, etc. One teacher goes to the student's desk and by holding his hand can tell the way the letters are being formed and can redirect the child's hand with hers if necessary. By giving the pupils more responsibility in their learning, even at this age, they are quite capable of profiting in terms of added insight.

For arithmetic, the children prepare the lesson on paper and then, while the teacher supervises, they read their written material into the tape recorder, the teacher at the end of the day taking home both her tapes and her papers.

While she reviews the tapes, the reader reviews the mechanics of the computations on the papers. For teaching reading, the teacher uses the same techniques as a sighted teacher, the only difference being that her teacher's text is in braille. For spelling, phonics are emphasized; an extra awareness of the sound of words often precludes carelessness when spelling words are presented on a mainly visual basis. For English composition, the children read their themes into a tape recorder; the teacher with her reader at home listens to the tape for clarity of thought, creativity, continuity and that type of thing while her reader checks the papers, correcting the mechanics of writing, spelling, etc.

During homeroom in the morning, students are responsible for recording attendance and reading office bulletins. The students are assigned certain seats at the beginning of the year which they are expected to occupy each day; the teachers soon learn from the direction of their voices exactly where each one sits. Another teacher walks around the room each morning greeting the students; in this way he knows who is there and often how they feel that day just by the few words they exchange; his ears are very trained, sensitive and perceptive. If a student wishes to say something, instead of raising his hand, he says his name and then states what he wishes to say. The teacher states how effective this procedure is in effecting courtesy throughout the whole room.

The teachers keep seating charts in braille so that they have the location of their students "right under their fingertips"; and they also have an ink copy made of this chart for the benefit of the substitute. They keep their lesson plans in braille for their personal use and then have a volunteer student or a paid reader to whom they dictate it so that a substitute might have a regular copy. A few type it themselves if the plans do not have to be kept in the small squared chart form for the office. Certain students have the privilege of grading papers; they are students who have ability and would prefer to do this grading during their study hall periods and do their regular studying at home. They usually maintain the grading responsibility throughout the year depending on whether they are doing a good job keeping up their other studies and show admirable behavior and good citizenship. The teacher records marks in braille and from them can dictate to an older student, a paid reader, a wife or a husband, as the case may be, any records that must go to the office and which they are unable to type themselves because of size and space difficulties. (Certain records must be put in small columns.)

When it comes to writing on the board, students vie for the job and often work hard to improve their handwriting and their spelling so that they will be selected. Sighted teachers on coming into the room have commented on the neatness in handwriting in these classrooms as compared to their own hurried handwriting on their classroom boards. One teacher remarks that he de-emphasizes his blindness by never writing on the board, that he likes as much student participation as possible anyway. The other teachers occasionally do put diagrams or writing on the board. In a physics class, one of the teachers gives his lecture and the students take notes and make notebooks; then the period is supplemented by a question and answer period. In demonstrating the difference between wave length and frequency of an X-ray and a light ray, the teacher demonstrates on the board by drawing a general visual presentation of this concept and at this elementary level the lines do not have to be precise.

In teaching grammar, the parts of speech and how to identify them are given verbally, then diagrammed. If the diagrams are completely new to the class, the teacher is able to put a sketch of it on the board and approximate his lines sufficiently well so that his instruction is received understandingly; the general idea is there. Sometimes after a verbal explanation, a bright child is able to go to the board and diagram the sentence. As he puts it on he explains. One teacher mentioned that when a student puts his homework on the board they explain it as they go along. If they lapse into silence or make a mistake, he hears recurring echoes of "ohs" and "ahs" throughout the classroom. After the homework is presented and explained on the board, the teacher takes the papers home and reviews them again with his wife. For spelling, one of the teachers types up lists of words to be used for the week. Each day the class secretary puts them on the board. The teacher keeps his own list in braille.

For the group work, usually done in social studies work units, the teacher has the supplementary books of reading passed out by some boys in the classroom or holds the students responsible for going to the library and seeking information out themselves. After this, they work in groups. They present their study report to the rest of the class on completion of their work.

The teachers felt unequivocally that the discipline problem is no different for a blind teacher than for one who is sighted. They stated that if the feeling between teacher and student is good, if significant, meaningful teaching is going on, then discipline problems will be at a minimum. One teacher presented the idea this way: "If the teacher has an awareness of the whole class at all times, if significant questions are asked of the students from time to time, being quite sure of the students' interest and participation, one's class discipline is at a minimum." Another teacher suggests that good organization results from walking around the room, familiarizing oneself with every stick of

furniture, having the children placed in regular seats, becoming familiar with the children's voices and ways, knowing the ones that are stable, the ones that are a bit unstable and in possible need of more careful supervision. Another suggests motivating the students to learning by helping. All agree that control through group pressure from the students' own peer group is most effective. The group standards are, of course, to a large degree, dependent on the attitudes and standards cultivated by the teacher. Discipline then, follows the same route with the blind teacher that it does with the sighted teacher: from the authority of the teacher to group control, which with maturity, it is hoped, evolve into self-discipline.

It is brought out that the de-emphasis of the teacher's visual handicap is made so that discipline is not a result of "lame duck pity". Many of these teachers note that their ears have become "as their eyes." It is found that on first entering class some students are under the delusion that if a teacher is blind he is also probably a little deaf. How soon they come to realize just how wrong they are! Three teachers mention that the students realize quite soon through consistency of treatment and getting "down to business" what is expected of them. Another teacher mentions letting the children become quite cognizant of the fact that their marks depend on their behavior as well as their good study habits and work results. One teacher told his students what he could not hear, he could smell. They thought he was joking until one day he picked out a student who was eating a chocolate candy bar and sitting half way back in the room. One teacher commented that if you must depend on vision to "keep the kids in line", you had better look at your teaching and give it an overhauling for apparently there is no inspiration in it!

The high school teachers spend more time with readers than do the elementary school teachers because of the large number of students and consequent increased load of written work to be read, corrected and graded. The elementary school teachers depend mainly on a wife, husband or a capable child. One high school teacher states that she has two readers come to her home each week-day evening. This teacher does not use a class secretary for attendance but prefers to take it herself in braille. The other high school teachers draw more from the natural resources of the school, mainly the student body. They have a class secretary for attendance, records, lunch-count, those in charge of bulletin boards and those who score papers for them. These teachers feel that the students helping out in this way gain clerical experience, a sense of responsibility, insight into organizing materials and that they develop a greater "service attitude." Two of the teachers mention that they do services of which they are capable for friends on the faculty and then the friends will return the service by helping out on records. Several teachers mention the office secretaries as being most cooperative

in informing them of anything important on the faculty bulletin board and in offering secretarial help during free time.

Counselors and administrators:

One of the persons in this group is a teacher of French and Spanish as well as a guidance counselor and a principal in a small privately endowed high school. For his French and Spanish teaching, he relies heavily on conversation and, for testing, depends largely on oral recitation. In correcting a paper, he sometimes discusses it with the student and they evaluate it together. Sometimes, the teacher will go over a very able student's paper, explain the errors, weigh them by importance and distribute points accordingly. This student with the teacher can then evaluate the rest of the papers, the student doing the actual marking.

As a guidance counselor, this man has shown the teachers how to administer and score tests, then he himself interprets them and places the new enrollee in the proper group. For tests delving into personality adjustment, as the Mooney Problem Check List, the student checks it off and then reads it back to the counselor.

Another man is a counselor and handles public relations in a large high school. In this situation they have a special man to come in and do all the testing. The counselor's paperwork and reading is handled by a secretary who would be employed whether he had sight or not because of the volume of detail work that needs to be done; she is paid by the school system. The secretary reads the records to him and he does his individual and group counseling orally.

Another man in this group is a superintendent of a medium sized high school. He has a full-time secretary who does all his reading and paper work; since she happens to be his wife, she can help him at home too. He is concerned largely with public relations, management of the school, hiring teachers, and financial responsibility to the community by reporting to them through the board of education just how their tax money is being spent.

One teacher in this group is an older woman who for many years taught history and English in a regular high school and established a very good reputation. Adult students, many seeking citizenship, come to her for private instruction in history and/or English; she works eight hours a day by appointment. Her tutoring is done in her own hotel room which she has fitted with a table, desk and files for necessary materials. For correction in written English she has students read to her what they have written; in oral conversation, she simply makes corrections as they converse. To teach proper diction she recites poetry which she learned long ago. She also has her students read aloud from books appropriate to their fields. She uses standard history texts for teaching history. For grammar, her students have

made her ink print charts with the forty ways in which words can be used in English, coded and numbered, and she teaches her students to use the number to indicate the function.

2. Employers:

Twenty-eight of the teachers are employed by their local school boards of public education, eighteen by residential schools, five by agencies for the blind; one is employed by a state commission for the blind, working out of an agency, and one, who is a private tutor of sighted adults (with many years of experience as a former sighted teacher in public high school), is self-employed.

It would seem that the visually handicapped teacher has little trouble finding employment upon graduation from college in a residential school or in an agency for the blind. The chance for finding employment in the public school systems, however, is markedly lower, unless one works first as a resource or integrated classroom teacher and, as such, gains sufficient recognition of competency to be offered the opportunity of teaching in a regular classroom.

3. Hours of work:

Although the formal working hours with students are usually described as from about 8:30 to 3:30, the reading and grading of papers from the junior high level on requires the teacher to spend approximately two hours a night with the assistance of a sighted helper, usually a paid reader; clerical records are kept up to date by transcribing braille data into type-written or ink print copies required by the office. The primary grade teacher is not as much concerned with grading students' papers but must keep her clerical work up to date; this does not require too much time and can be accomplished in about half an hour by having the assistance of a family member. The extra hours required at home are regarded as a burden only by those teachers who are not completely happy in teaching; those who really like it, take it as an obvious necessity in doing a good job. Those in an administrative capacity frequently devote three or four evenings a week and a couple of weekends a month to professional meetings and co-curricular activities such as basketball games, etc. Those in residential schools are on call twenty-four hours a day. For the agency people who do not have co-curricular activities, parent meetings or the obligation to attend as many professional meetings, the hours are more regular and their paperwork can be completed within the framework of their regular working day. Also they do not have the necessity of transforming so many of their records from braille into ink print or typewritten form.

4. Assistance with their work:

This group needs sighted assistance primarily in doing "paperwork"; record-keeping (attendance, report cards, etc.), and the reading and scoring of students' work. In sighted schools, the teachers frequently get some of this accomplished by sighted students or by a sighted member of the faculty. Many of the others have a member of their family help them in addition to employing a reader for a couple of hours each night. Those in a supervisory capacity have regular secretaries paid by their employers, half of them are employed part-time, half full-time. These men whether sighted or not would be entitled to secretarial help because of the nature of their work, which is managerial, not clerical. Those working in agencies have sighted volunteers from the community to assist them. These volunteers come regularly and so it is not necessary for the teachers in this group to employ readers from the outside.

5. Gadgets and special solutions to problems:

The teachers have all their basic texts in braille, transcribed by various agencies, volunteer and paid. The year before the teacher begins his new class he confers with the other teachers and the principal about the number of children, the work to be covered and the materials needed. He must see that he has his texts brailled or recorded.

Sometimes the braille books do not come through on time; in such cases the teacher will depend on tapes made by a reader. Sometimes the students can improve their speech by making tapes of their themes, for instance, and then playing them back for correction and improvement.

The typewriter is relied on a great deal. One teacher states that he does not rely on workbook exercises from which to copy his class tests. He makes up his own on his typewriter from class work. After his master copy is made he has a reliable business education student run it off on the duplicating machine. The raised relief maps used in social studies are much easier to interpret for the sighted child as well as the blind child, and are now pretty commonly used in all classes.

Indeed, many of the "gadgets" used by the teachers are really not special equipment but original and imaginative use of standard materials. The flannel board, for example, is a standard item used by lecturers who wish to present charts or illustrations where there may be no blackboard. Our teachers have simply used this material to overcome their personal difficulties in using the blackboard.

Teachers of industrial arts make special jigs and safety devices to meet their need to work without vision, but in most shops there is considerable use of devices to hold in place the materials upon which the teacher and students work, even when the teacher is a sighted person.

Teachers of young children tend to use real objects where seeing teachers would use pictures but these objects cannot, in the usual sense of the words, be called "gadgets." More nearly in that category are forms built to fit

geometric theorems, angles made of wood, circles of wood that can be taken apart to show halves, quarters, etc.

6. Travel:

Within their own offices or classrooms, they have so oriented themselves to the location of things that only three need to use a cane there. For thirty-one, the only travel required was to and from the place of work. Travel within familiar local areas was required for eighteen, while only four stated that they frequently traveled some distance.

7. Professional groups:

Those teaching in public and residential schools belong, almost 100%, to the National Education Association, the state educational association, and the local educational association and P.T.A. groups. Those in specialized fields, usually with graduate degrees in the field, belong to the professional organization of their own field in addition to the standard educational associations. They show frequent and active participation in civic groups such as the Lions Club. The teachers in agencies do not belong to the standard educational organizations to as large a degree as the public and residential school teachers. They belong more to professional organizations dealing with rehabilitation, and organizations dedicated to the blind. They do not, as a group, join as many, attend as regularly, or show as much enthusiasm for organizations as do the rest of the group.

8. Interest and counseling in their profession:

The large majority of this group became interested in the teaching profession through a teacher they had. They wanted to help youngsters who had difficulties or felt the loneliness that they had known. These people were interested in teaching visually handicapped youngsters in a residential school, or adults in an agency. Others were interested in teaching because they felt it was a challenge and gained much satisfaction in "helping others." Because people are important to this group of people, they often remembered the very teacher who inspired them or the younger group they "helped out with" who gave them their first directional lead, career-wise. Counseling came from college counselors who advised them in the direction of rehabilitation work and social work, or teachers in an agency or residential school. Those who showed an interest in teaching in regular classes of the public school were cautioned that they would run into placement difficulties which they did; but this acted as an impetus rather than a deterrent to their plans.

9. Other work experience:

About half of the group had worked as home teachers for a few years, became increasingly involved and interested, did more graduate work and

went into their present work. The other teachers had work experience in some form of teaching, not always the kind of set-up they had wanted at first but they stuck at it until they gained experience to apply for a more challenging teaching position. To obtain the teaching job they considered more desirable, they frequently moved from one state to another until they became happily located.

10. Time to attain proficiency:

The group as a whole said that it took from six months to a year to feel comfortable in their jobs. About 25% said that to feel that they had reached a stage of proficiency might imply that they had reached their full height professionally and they never wanted to feel this way about their work. It was also mentioned that any neophyte coming into teaching, with or without sight, would probably take the same amount of time to feel capable.

11. Field work, licensing:

All the teachers had to have practice teaching experience before being considered for a job. The practice teaching depends on the state and can vary from three months to eight months. The teachers in the residential schools did not all have teaching certificates and had not been asked to get one, although they stated that they had the qualifications. Three of the public school teachers mentioned having some difficulty getting a regular teaching certificate although they had all the requirements. They said that each year it had to be renewed although this was not required for a sighted teacher. One of the men was going to take the issue to the state court but the matter was resolved and he was issued the proper credential. A teaching certificate is not obligatory in the majority of agencies for the blind.

12. Education:

All have a Bachelor's degree, twenty-six have a master's degree, and six have a doctoral degree. Their graduate work centered around administration in the elementary and secondary schools, sociology, psychology, and physiology of the visually handicapped.

Many pointed out that it was important to have a well-rounded education, one with a broad base so that if one could not enter the exact field that he desired he could get employment in an entry field and perhaps gradually work himself into the position he desired.

All of these people used readers in college and in some cases it was difficult to coordinate their schedules. Readers were more available in the larger college but those who had come directly from residential school into college found it difficult to relate socially in such a large organization and would have preferred a smaller group.

Some attended certain courses, mainly laboratory courses, on a trial basis to see if they could manage the work. By working with partners they succeeded. If a professor gave them any difficulty at first (which happened very seldom) once he perceived that they were a contributing member of the class and learning with the rest of the students, he became more cooperative. Examinations were frequently given orally by the professor or typed.

13. Demands of the profession:

There were certain demands of the profession that were stated very frequently. They were: an over-abundance of energy (especially in primary education), a well groomed appearance, stability and balance of temperament, a natural enthusiasm and liking for young people, a quality of persuasiveness, sociability and flexibility (the last two especially in the elementary school level) and a real "service drive or attitude" toward society.

14. General advice:

If one has the physical and psychological qualities stated in "13" and the mental aptitude to do a better than average job, one will do well in the profession. One must have a certain creative ingenuity that the sighted teacher might not necessarily need in order to get the materials across to the students. These creative techniques can take form in procedures or gadgets.

It is important to caution people interested in this profession that if their measure of success is material, this is not where they will find satisfaction. The rewards in education are gleaned from the success and progress of one's students, in seeing them become everything they are capable of becoming.

15. Psychological portrait:

There must be some unhappy blind teachers, but we seem pretty much to have missed them in our group. The impression left by a review of these records is of a fundamentally happy, stable, satisfied group of people.

They emphasize that anyone entering teaching must *want* to teach—and evidently they do! They point out that the economic rewards are not great but most of them sound less bitter about this than do members of some of our other interview groups. Clearly, this is not their only reward. Rather, they find satisfaction in having imparted knowledge, improved skills, challenged minds to work and grow.

These are intangibles, often difficult to measure and certainly not to be measured immediately but in the way in which the child grows into the man, the way he takes his place in society. Perhaps this is why it takes faith to be a teacher, faith in what one must teach, faith in young minds

and faith in oneself. And perhaps it is faith, more than "happiness" that shines through this group. These are people who believe in something. They may not all believe in the same thing but they believe in something. This gives stability and solidity to their lives and to the way they respond in the interview; it keeps them from being full of tensions and dulls the sharpness of whatever complaints they do voice.

Also, they are quite clearly people with a big job to do, the importance of which society fully accepts (even though it may not pay too well for it!). They are needed, they will always be needed. These two anchors—their own faith in what they are doing and the unquestionable need for teachers in our society, give stability to their profession and to them as people.

This very stability makes it permissible for them to vary widely, as people, in other ways—and they do. It is as if they, and those around them, recognize what is important. In this they conform and by that conformity win the right to greater freedom in other ways.

There are additional ways in which they are similar, however. All like people and want to be with people. This is a gregarious group of interviewees, most of them with much participation in professional and community groups despite the long hours they work. They do few things alone. They are also people with great patience, at least with their students. They emphasize the importance of this personality characteristic. They have learned to live with the fact that some children can never learn, some things in life can never change—but children will certainly never learn, things will certainly never change, if you stop trying.

One of the areas in which some of this group has shown great patience and persistence is in developing opportunities to teach in regular public school classes. All of those who have done this had initial difficulty in being accepted, have had to work very hard to maintain their positions and prove themselves. But in this group there is a true pioneering spirit, for the fight for these opportunities is still actively being fought. Each is an example to school management and to other blind people and bravely carries the double responsibility of serving his students and the cause of education.

Chapter 13

HOME TEACHERS

1. Job descriptions:

Twelve of the individuals interviewed work within the same basic framework of the home teaching field, although the specifics of their jobs vary according to the individual clients they serve and the areas in which they teach. The last member of the group is presently in an administrative position as a supervisor of home teachers; however, she spent many years as a home teacher and some of her present duties are still pertinent to a study of home teachers. Therefore, she is included in this group, but presented separately.

Many of the duties listed are performed by almost every individual interviewed, while some may be peculiar to a particular home teacher, determined by his special circumstances and clientele.

A basic element of the home teacher's duties involves accepting referrals of clients from rehabilitation and welfare agencies, medical services, teachers, lawyers, churches, service clubs, and individuals referring themselves or others. Liaison with these sources of referrals is an important aspect of the work. Direct client contacts include:

- Establishing eligibility with new clients.

- Visiting people who have requested supplies and service.

- Finding the client's interests, whether he needs only aid, or more instruction.

- Encouraging the newly blind adult to continue in his former capacity as much as possible.

- Acquainting the blind with the facilities and services available to them.

- Working with many older people, some of whom have been blind many years and never had an opportunity to learn braille and typing, or who want to learn new things as a pastime.

- Working with a deaf-blind client, using the manual alphabet.

- Counseling with clients, with educators, or with parents, helping them in such things as selecting toys, or encouraging them to let a blind child do things for himself.

The home teacher frequently contacts other agencies for such purposes as:

- Conferring about client and community problems.

- Participating in public relations sessions.

- Referring clients to rehabilitation centers for training or to employment counselors for placement.

Assisting in the placement of children in kindergarten, or in a residential school when appropriate; doing the paperwork involved, as well as counseling parents and school teachers.

The home teacher also works with service groups within the community which may assist her in carrying out her program:

Training and supervising volunteers, teaching them how to handle blind people.

Maintaining contacts which supply volunteer workers and transportation.

Working with groups who do transcribing.

Public relations is an important aspect of the home teacher's program, and she may often be called upon to give speeches or to demonstrate braille to interested groups.

In the teaching program a number of subjects may be presented: braille, typing, crafts, travel training, homemaking, arithmetic, spelling, short story writing, and music (timing, counting, how to read and understand braille music). The home teacher may also conduct adult classes of a recreational or instructional nature, teach sighted groups to transcribe braille, or tutor students who are having difficulty.

Doing a satisfactory job as a home teacher involves considerable work in the office as well as in the field. This may include:

Dictating.

Doing telephone contact work.

Reading the mail.

Organizing work efficiently and setting up an schedule so that the office will know where the home teacher is, when in the field.

Paperwork includes the following:

Writing progress reports and survey reports.

Keeping case folders and card files on each client.

Typing expense accounts.

Typing work for small children who cannot yet type.

Proofreading braille done by volunteers.

Checking homework.

Preparing materials for the teaching day.

Making braille notes on information for clients.

The handling of Talking Book machines was mentioned by several of the teachers, with the following specific duties involved:

Instructing clients about the use of the machine and whom to contact for repairs.

Sometimes delivering the machines.

Handling the transfer and repair of the Talking Books.

Making surveys regarding what materials readers prefer to have recorded.

In her home teaching duties each individual is supervised to some extent, often through conferences with supervisors, and through submitting written reports.

The final member of the group supervises five home teachers, going with them to make calls, helping them to organize their work schedules, checking the work they accomplish. She also does a considerable amount of office work, and is presently attempting to inaugurate a new system of record keeping, so that they will have an organized account of their referrals, active cases, case histories. She frequently writes letters in long-hand, or she may dictate them for her secretary to type. Her job involves considerable public contact work: she informs community groups about what her organization is doing, what services they offer, and what assistance is needed from volunteer workers.

2. Employers:

All but one are employed with agencies specifically concerned with the blind; one is with a department of education.

3. Hours of work:

While hours are nominally 8 to 5, there is frequent comment that this is a profession in which overtime is an absolute requirement in order to do a satisfactory job.

4. Assistance with their work:

They indicate need for assistance in the following areas:

Reading:

Mail and client records.

Six mention assistance by secretaries and other office staff.

One uses the aid of his wife, one of her parents.

Professional literature and other required reading

One receives such help from a part-time secretary paid by the employer.

Two have the assistance of parents or other relatives.

Two have volunteer readers.

One uses recordings done by volunteers.

Two mention Talking Books in this connection.

Writing:

Letters

Three mention part-time or full-time secretaries paid by the employer.

One is assisted by relatives.

Forms

One has them filled out by a part-time secretary.

Two use the aid of volunteers.

One has a volunteer read what is on the form while she brailles it for future reference.

Typing case material, expense accounts; other records

Five mention part-time secretaries or clerical help in their agency offices.

Mobility procedures:

Eleven use drivers, usually volunteers, but three have paid drivers.

Checking students' work:

One is assisted by his wife.

One is assisted by other staff members.

One uses volunteer help.

5. Gadgets and special solutions to problems:

Braille:

Four persons indicate that they have their own braille record keeping systems: two keep a card file of the names, addresses and phone numbers of clients and volunteer workers. Two keep records and notes of all their client contacts in braille.

One teacher makes a page for each student she teaches and puts the material which is relevant to the lesson on that page in braille. Two take all their notes in braille and then dictate to the typist or the dictaphone that information which needs to be copied and formally presented.

One individual has someone read forms which she uses frequently; she brailles them and keeps them in her file for reference.

Recordings:

Four persons use the Dictaphone, Soundscriber, or Audograph to present material which must be typed, or filed in the records.

Three mention use of Talking Books.

Three use tape recordings.

Miscellaneous:

Five indicate that they use a typewriter in the course of their duties and probably all do this.

Two mention use of the standard kit of home teaching materials from the American Foundation for the Blind, which includes tape measure, games, folding canes, Talking Books, braille writer.

One woman has a specially made file cabinet to fit the size of braille paper which she prefers.

One teacher who works with a deaf-blind person uses the speaking tubes and the manual alphabet.

6. *Travel:*

All of the home teachers say that their jobs require a great deal of travel; distances traveled are determined by the area and the clientele served.

Nine state that they use canes. Two persons retain travel vision. Four use dogs and two specify that they have personal guides. Eleven members of the group state that they use volunteer or paid driving services; twelve indicate that they frequently travel on public transportation, but stress that while they can manage this mode of travel successfully, it is much more time-consuming than is desirable.

7. *Professional groups:*

Twelve of the home teachers are members of groups which are specifically concerned with the blind, such as the American Association of Workers for the Blind, the American Foundation for the Blind, the National Federation of the Blind, and the Conference for Home Teachers. Three are in the National Rehabilitation Association.

Four are members of civic groups. Eight belong to social groups. Six of the home teachers state that they have been members of committees or boards, or have held offices in the groups with which they are affiliated. One individual has held several responsible positions in various organizations.

8. *Interest and counseling in their profession:*

Seven entered the home teaching field primarily as a result of their own interest, motivated by the desire to help other blind people. Three say that their interest stemmed from their attendance at a school for the blind; as they became aware of problems which the blind face, and of the fact that solutions to these problems were available, they were motivated to go into home teaching. Three related that their interest was stimulated by specific individuals: two workers for the blind, and one ophthalmologist. Two state that they went into the field because they needed a job and could find no other.

Many seem to have received little counseling, but four indicated that they were counseled by agencies for the blind, five by other rehabilitation agencies. One was counseled through the employment service at the college he attended.

9. *Other work experience:*

All entered this field as blind persons.

Four state that they had no previous work experience.

Four persons taught public school, evidently going into teaching voluntarily, although one does indicate that her impairment forced her to accept a position in a rural area which was less desirable. All four say that their teaching experience contributed greatly to their later success in home teaching. A fifth individual taught in a school for the blind because her visual difficulty prevented her from obtaining a position in a school for the seeing; she comments that this teaching experience gave her an opportunity to prove her value as a teacher.

One college graduate operated a vending stand for a year because she was unable to find employment commensurate with her education. Two other members of this group were previously in social service work; one as a case worker for the blind, the second as a home teacher and visitor for several agencies before she moved into her present position as supervisor of home teachers. One man voluntarily went into a shelter-shop situation after college, to observe how the blind learn and work, and he also taught adjustment training in a Veterans Administration hospital.

Several indicated previous experience in one or more of the following occupations: cashier, clerk, PBX operator, switchboard operator, receptionist, interviewer for a housing survey. Most of these were jobs which could not be maintained as the person's visual condition became worse, and thus it was necessary to change employment.

10. Time to attain proficiency:

One felt she was successful from the very beginning, as a direct result of her previous teaching experience; others state it took them three months, a year, two years, or that proficiency came gradually with experience. One comments that from the time she started working, changes have been made every few years which require readjustment on her part. Another indicates that the most effective way to shorten the time to become proficient is a period of practice teaching under trained supervision.

11. Field work; licensing:

Four did field work in the form of practice teaching during their college years and the summers.

One individual states that her position has definite field work requirements, but she does not elaborate further. Four indicate that no field work is involved, but one man states that his organization is presently working to institute standardized requirements.

Three had a formal internship or probation period when they first entered their jobs.

Twelve state that there are no official license requirements for their jobs, but five indicate that one must pass an examination to be certified for the position.

12. Education:

All thirteen home teachers have obtained either a B.A. or a B.S. degree; nine state that this degree is necessary for their positions. Undergraduate majors were listed as follows: three English, two sociology, two elementary education and secondary education, and one each in philosophy, liberal arts, and social science. One was in a five-year home teachers program, and one left the major unstated.

Ten indicate that they had some graduate work or special courses. One has a master's degree in rehabilitation counseling; one has a master's in special education, including courses in the teaching of blind children. One woman took the home teaching course offered by Overbrook and the University of Pennsylvania, has completed her course work for a master's in sociology, and is presently working on her thesis. Another person has the home teaching course at Overbrook, plus some graduate work. One woman has two years of graduate study in social work, and has taken special courses in teaching blind persons. Another has graduate credits in the study of communities; one has twenty-seven hours of graduate work in social work. Two have one summer of graduate work, and one of those two took special education courses in psychology and speech.

College assistance and problems encountered:

Eight individuals stated that they had readers throughout their college careers, and a ninth comments that she had a reader, but only for library work. Four state that other students helped them: one had assistance in the library, one studied with another student frequently, a third had another student make a carbon copy of class notes for her, and the last had class members read a few books to her in the course of her college studies. Two made use of tape recorders.

Five state that obtaining readers was a primary problem during their college years. Ten state that exams were a problem which was solved by taking them orally, typing them, or working with a reader. Two state that travel was difficult, and one of them indicated that her problem stemmed from lack of travel training.

College advice:

This group stressed the need for a good educational background with emphasis in the following areas: psychology, sociology, rehabilitation, social work, labor relations, counseling, education, economics, a little knowledge of medical terms and problems, if possible, and sound knowledge of the casework skills. The importance of travel training and of such skills as crafts and typing was also mentioned.

Several indicated the desirability of special training for home teachers with emphasis on the specific areas in which they would be teaching; two members of the group mentioned the value of the training course at Over-

brook School. Understanding the field as completely as possible was stressed, along with counseling to help the individual select the right areas of study. Field work, under the direction of an experienced worker, was recommended. Various individuals made the following comments in response to the question about educational advice: do not attempt to combine work and school at the same time, but go straight through for the degree if it is feasible; try to associate with sighted people throughout the school years; the field should have higher standards and a better professional status; the field is not sufficiently publicized, and more young people might be interested if they knew about it.

13. Demands of the profession:

Ten persons in the group mentioned the importance of good personal appearance, stressing such factors as good grooming and tasteful matching of colors.

Nine asserted that the job demanded extra energy, emphasizing that constantly traveling to unknown places produced tension, yet was necessary to encourage independent travel in students.

Six persons listed a pleasing personality as a prerequisite for the job. The following requirements were mentioned singly by various individuals: being a good listener, having a good sense of humor, being able to adjust to an unfamiliar situation with ease, being resourceful, controlling your emotions and not allowing the clients' feelings to overwhelm you, thinking constructively all the time, being able to meet people comfortably, and making people feel that you are interested in them.

14. General advice:

Three home teachers emphasized that a person should know what he is getting into when he enters the field; it is suggested that he talk to someone who is a home teacher, if possible, to be fully informed of the demands of the job. One person stressed the need to be well-rounded and stable emotionally, to be able to make public contacts with ease. One man asserts that while home teaching is a demanding task, it is also vastly rewarding, but that the young person considering the field must recognize both sides of the coin.

15. Psychological portrait:

Because we felt that this was one of the better known professional fields open to blind persons, we did not interview a large number of home teachers. I am therefore loath to generalize from our small group to the members of the profession as a whole.

On the basis of this small sample, there appear to be two rather different types of people in the field:

(1) Dedicated, self-effacing persons who work long hours, often under very unsatisfactory conditions and for limited salary. They carry heavy equipment, particularly Talking Book machines, they use their living rooms for offices and fill their closets with files and training materials. They travel in all kinds of weather and often bear the brunt of client contacts during a newly blinded person's attempt to adjust to visual loss—a period when the client may be temperamental and certainly not thoughtful of others. Apparently these dedicated people do all this willingly, with little hope of any major advancement for themselves and with little opportunity to express their own personalities since their job is simply to serve the client in any way the client wishes. Moreover, if the client achieves adjustment as a result of the home teacher's efforts, the teacher usually loses the client to a rehabilitation counselor who gets the chief credit for rehabilitation because he places the client in a job.

(2) Frustrated and rather unhappy people who may do all the above things but do not do them willingly and who usually did not want to be home teachers in the first place. They are caught in the job because they have been unable to find employment more to their liking. They have too much education to feel that they can accept factory jobs or vending stand work, yet they know that many blind persons in both these fields have better incomes than they receive from teaching. Their ambitions definitely go beyond home teaching jobs and often they are either taking college training in the hope of getting into social work, college teaching, etc., or they are hoping to escape at least as far as the job of rehabilitation counselor, a job which they picture as likely to be more rewarding than home teaching from several points of view. They may also express their frustration through activity in organizations or through efforts to increase the professional status of home teaching as a field. These are restless people.

This poses obvious questions for the counselor who considers directing an individual into home teaching. Is the individual a devoted person who can find his reward in the quiet, usually unpublicized gratitude he may receive from the ordinary people who will make up his client load? Can the individual be eternally patient with clients who move slowly toward adjustment and who may, consciously or unconsciously, vent their resentment of blindness upon the home teacher? Will the individual be upset by the demands home teaching still, in many places, makes upon the personal life of the teacher? Does the individual have the mental capacity and the breadth of interest to master material as diverse as casework theory and leather craft? Does the individual have the temperament to work with and the personality to appeal to everyone from pre-school children to aged, perhaps senile persons? Is the individual's self-image that of a helper, a supportive person, or that of a leader?

Chapter 14

SOCIAL WORKERS

1. *Job descriptions:*

Administrators and consultants:

Six of these persons have administrative responsibility in agencies for the blind, seven in agencies serving chiefly seeing persons. In both cases the administrators carry responsibility for service to clients through case workers and other staff, and the heart of their jobs is therefore the training and supervision of that staff. This of course means that they act as resource persons when the staff member cannot solve a problem and they review the plans and progress of work with clients. As part of their duties they do the following:

- Screen applicants for training by the organization and plan the training schedules

- Survey production of blind workers, suggesting improvements, if possible

- Develop outside job opportunities for blind clients and review the progress of clients who might be placed in industry

- Screen, interview, and check references of persons applying for staff positions

- Develop manuals of procedures and policies

- Purchase necessary services and equipment for the agency

- Organize fund raising campaigns for the agency

- Carry some responsibility for budgets and financial reports

- Confer with subordinate staff for purposes of supervision and training

- Work directly with agency clients when special problems arise

- Interpret agency policy to subordinate staff and clients

- Assign clients to individual workers

- Work with other agencies in referring clients and coordinating services

- Represent the agency in meetings or by addressing groups

- Carry certain client contacts in which the individual administrator may have become a specialist

- Read case records as a means of checking progress of clients and evaluating the work of subordinates

- Keep notes on conferences and see that information is circulated through the agency

Review public relations material to see that it represents the philosophy of the agency

Do some general record keeping

In performing these duties the chief assistance used by these persons is reading ink print material. This is done largely by secretaries or similar staff. Apart from this they use secretarial help as any executive would. Braille is frequently used for their own notes but general records of the agency are typed, either by the administrator or by a secretary. Three specifically mention use of the dictaphone in this connection.

Three consultants, who appear to be essentially at the administrative level, are chiefly concerned with coordinating and developing services for clients with special problems. One is planning a legislative program for work with the blind as part of the programs of AAWB, AAIB, and AFB. He is concerned with such problems as determining help for blind persons who also have hearing or speech impairments, introducing geriatric programs and medical programs. He represents his organization on legislative matters and is also concerned with fund raising. Another seeks, through encouraging research and consultation, to improve services for the deaf-blind. She also organizes a summer workshop. A third, affiliated with a church organization has many direct contacts with clients for whom she tries to obtain the best service. She is a consultant at a school for mentally retarded blind children, acts as a resource person to a pastor who conducts an education program, and advises the congregation how to handle blind children when they take them to their homes for a day. She often deals with emotionally disturbed persons who hesitate to talk with most agency personnel but will discuss their problems with a member of a religious organization.

The work of these people requires many contacts with agencies other than their own. Public relations also form an important element in their jobs, sometimes including writing articles, etc. They must, of course, deal with the ordinary amount of correspondence, answer inquiries for information, and do a good bit of traveling to reach the clients and agencies they serve.

Case workers:

In the work of these persons the major emphasis is on direct client contacts. The nature of these contacts varies from agency to agency but in general includes:

Intake interviewing—obtaining information from the new client and giving information about the services of the agency

Determining eligibility both initially and, in welfare agencies, the continuing eligibility of those on financial assistance

Counseling clients, their families, and parents of blind children

Trying to resolve problems of adjustment for clients in such settings as hospitals

Seeing that forms are filled out for services needed by clients

Working with courts on client problems

Acting as liaison between homes and residential schools

Contacting other agencies and sources of services needed by clients

Giving some lessons in braille, skills of daily living, crafts, cane travel, etc., and arranging for Talking Books

Eleven of these workers are with agencies for the blind, seven work with the general population, rarely including a blind client. Some say that they feel their supervisors have made some effort to assign to them clients who can be reached readily by public transportation or cases where little home visiting will be necessary since they cannot drive. One specializes chiefly in marriage counseling and counseling with parents about the problems of children. Another specializes in problems of care for children outside their homes; this often means involvement with courts and dealing with people under great emotional tension. This woman types lengthy and complex reports for court presentation, often working largely from memory. She has some vision but not enough to read comfortably so when extensive work with records is done she must have a reader or a volunteer from among her fellow workers. She is still able to write well enough to fill in agency forms.

Another worker is associated with a tuberculosis sanatorium; she is supposed to see as many as possible of the women patients admitted to the hospital and is also responsible for all the patients on one ward. She dictates her reports which are then typed by a secretary. One medical social worker is associated with a rehabilitation center serving all types of physical disabilities. This worker must make many home visits but, again, has enough vision to be of some assistance. A psychiatric social worker deals chiefly with the relatives of patients. She is responsible for intake histories and acts as a liaison between doctors and families throughout the patients' stay. Another works in a Family and Children's Agency and does a great deal of interviewing and counseling, some visiting of children in their homes. Again, this worker has some vision and can make some notes if necessary during the interview. She has found the attempt to use a reader for her work unsatisfactory.

Only two of the case workers indicate responsibility for public relations, one through taking groups of visitors through his institution, the other through speaking engagements.

A part of each day or week is spent in keeping client records current, reporting all contacts. In several instances, case summaries must also be prepared at regular intervals. Eight indicate responsibility for some correspondence, which can usually be dictated but which they may type for themselves. Three comment that they must make out

forms and applications, in which case they take the information in braille and have a stenographer fill in the form later.

2. Employers:

Six of the administrators and eleven of the case workers are employed by agencies working chiefly or exclusively with blind clients. Those in consultant capacity also center their work with blind clients, although in at least one case the employer has many other services. The others work for family agencies, hospitals, general welfare agencies and, in one case, a religious organization.

3. Hours of work:

Both the administrators and the case workers are on schedules of approximately 40 hours per week. However, several indicate that they must frequently work evenings and weekends, sometimes in public relations activities, sometimes in getting their regular work done. One man states that he is always on call in case of emergencies. Four specifically state that they usually get all their work done during the day and seldom have to take it home with them.

4. Assistance with their work:

Assistance is required chiefly in reading, writing, and mobility or transportation. Sources of this help are shown below with numbers indicating how many mentioned this particular item; this should be regarded as a minimum.

Reading mail:

Ten are aided by secretaries or other office staff

Three administrators have subordinate social workers do this reading

Reading case materials:

Seven use the aid of secretaries or clerical staff

Two have family members read this

Two use the services of volunteer readers

Four are aided by other social workers

Looking up records in the files:

Eight have assistance from secretaries or clerks

Professional literature:

Four have assistance from office staff

One has a volunteer reader

One has material recorded by volunteers

Miscellaneous:

- One indicates that the psychometrist reads test results to him
- One states that doctors with whom he works records their reports for him

Writing letters, filling in forms:

- Nine are aided by secretaries
- One has her driver fill in forms

Typing case materials and records

- Sixteen report that this is done by secretaries or office staff

Taking notes in conferences, maintaining the record system:

- Three again use secretaries
- One is aided by a subordinate case worker
- One is aided by a reader

Mobility:

- Eighteen specify use of drivers, two stating that they pay their own; others are apparently volunteers
- Five use personal guides
- Three ride with co-workers
- One has a full-time secretary and guide
- Two state that secretaries or guides give them descriptions of clients and their homes.

5. *Gadgets and special solutions to problems:*

Braille is greatly used for notes, memos, records of appointments, etc. Five state that they use the Perkins Brailier. In general, these notes are the basis for dictation of records and reports. Twelve keep braille card files containing often used information. Two have compiled files with the identifying information on the folders in braille. One keeps his permanent case records in braille and one states that he has complete folders on each client in braille. One states that he makes braille notations on material in his brief case so that he can identify it readily. He also tabs correspondence in braille for future reference. Two have manuals in braille for constant reference. One finds use for a braille ruler.

Seventeen state that they use dictating equipment, seven tape recorders, three disc recorders. Only one mentions the Talking Book as helpful in his work.

Typewriters are much used by nearly all, but it is not clear that this has anything to do with their visual problems; one does state that he has a Cleartype typewriter. One, with residual vision, is developing a special card file of important information in very large and black print.

6. Travel:

Eight of the administrators indicate that their jobs require no travel other than to and from their place of work. All the others travel a great deal and often in places which are not easy to reach.

Eight use guide dogs, fourteen use canes. Six specify that they have personal guides and one definitely states that she never travels without her guide. Twenty-one specifically state that they use drivers, either paid or volunteer.

Twelve retain travel vision but this does not always make travel easy in the difficult places to which they must go.

7. Professional groups:

Twenty-seven are members of groups for the blind; one man makes a point of saying he has no such affiliation because he does not wish to be identified with the blind. Fourteen are members of civic groups. Eleven are members of the National Association of Social Workers, three others were formerly members and have dropped out.

Nineteen have carried some responsibility in these organizations. A number comment that the group activities help to keep them current on new developments in the field. They find the personal contacts and the exchange of ideas very rewarding. One individual commented that she maintained her membership in the National Association of Social Workers primarily because they offer a medical insurance plan which she values.

8. Interest and counseling in their profession:

It is not easy, even for the individuals themselves, to trace all the forces which led them into social work since most of them had contacts with the field as young people. At least six were specifically counseled through agencies or schools for the blind. Another six were counseled through other rehabilitation agencies and two of this group say that their talking with someone already in the field stimulated the interest and added information upon which to make the choice. Two were counseled at college. Three feel they made the choice without counseling on the basis of interest in related courses.

Only one of the 34 entered the field of social work before visual loss. She and 16 others rather clearly chose this profession voluntarily. The other 17, exactly half, became social workers only when they could find nothing else or nothing more acceptable. Thirteen clearly state that they started to train, or actually completed training, for something else and

six worked in some other field either before visual loss or for some period of time—but not too successfully—as blind persons. Four seem to have gone through college with no specific goal and ended in social work almost by chance. It is interesting to note that one sounds rather sorry he ever got into it!

9. Other work experience:

All of the administrators and consultants had considerable work experience prior to their present positions.

Ten gained this experience through work in the social service areas or in jobs which were in some manner related to the service field: interviewer, caseworker, supervisor of caseworkers or of home teachers, member of the staff of a veterans hospital, or of the Blinded Veterans Association, recreation director at a state hospital, director of a program at a school for church workers, teacher in a junior college, assistant manager of a workshop for the blind, teacher of blind or deaf children, investigator for the Department of Public Assistance, officer in the Police Department. Many indicated that this previous employment has been beneficial in handling the present job more effectively.

Six members of this group had at one time done work which was totally unrelated to their present positions. Several mentioned that they are by no means enthusiastic about their previous employment and one man indicated that it only made him realize how important it was for him to get an education and go into a professional field.

Of the case workers, four state that they had no previous work experience.

Six gained their initial experience in positions directly related to their present work activities. One was a director of religious education; another taught sight-saving classes; one taught in a public high school for one year and then went into social service activities, working with the adult blind and spending five years in rehabilitation assistance work with children and their parents. One individual started as a home teacher in an agency which gradually introduced her to the activities of the caseworker; another person started doing casework in the field, but discovered that the constant traveling was too much of a strain with his visual handicap, so he moved into the job of intake worker, then to supervisor of caseworkers.

Six relate that they were forced to accept non-professional employment because there was nothing else available and they needed an immediate financial resource. Eventually, however, all did move into activities related to their present jobs—teaching, counseling, and casework.

Two had no related work experience before entering their present jobs.

Those persons who worked in areas related to their present jobs state that the experiences were beneficial to them.

Time to get a start:

Twenty-three members of the group got their start almost immediately after they had completed their education, but not all became employed without difficulty. One indicated that he had been turned down by many places before he got his job; another was a certified teacher but when he could not find employment in teaching went into social work for security as well as interest in helping blind persons.

The remaining eleven persons in the group state that it took them from ten months to five years to get their start.

Twelve members of the group state that they were counseled and given aid in obtaining their start through an agency for the blind; two received help from a school for the blind. One person was recommended by a college professor who had previously worked as a consultant in the agency. Five indicate that other rehabilitation organizations assisted them.

10. Time to attain proficiency:

Responses to this question vary greatly. One or two workers felt that they were fully accepted from the beginning while some modestly say they still are not proficient. Most state that from two to five years are needed to master the varied and complex relationships of this field, and to reach the point of needing little supervision. All share the belief that much experience is needed. Eight mentioned specific orientation periods which greatly eased their early days with the agency. Others mention helpful training sessions, institutes, and periods of observing other workers. One individual stated that he had no help in orientation at all and as a result encountered more difficulty than was necessary.

11. Field work, licensing:

Eighteen did field work prior to actual employment, largely as a part of graduate work. Eleven report formal probation periods. One felt that his probationary period was related somewhat to his visual handicap, that it was a matter of finding out if he could handle the job.

One of the problems frequently raised with regard to blind persons in social work is that of obtaining suitable field work opportunities. Since one member of this group became a social worker before loss of vision, the problem does not apply in her case. Of the other 33, 16 had no field work; obviously, these are people who do not have professional degrees in social work. Of the 17 who say they did have field work, five list departments of welfare or public assistance, two hospitals, while individual responses include a child care agency, a hospital extension service, a child health center, a psychiatric institute for children, a family service agency, the state immigration department, a state agency for the blind, a juvenile

court, a community organization (type not stated) and one person lists social agency, scouting troops, camp counseling and day nurseries.

None indicate that they encountered any serious difficulties in completing the field work assignments. One commented that she was placed with an organization which sheltered children but "they sheltered me more." They did not give her any child placement cases and rarely placed her in a setting where it would be necessary to fill out forms. Others describe intensive supervision but evidently no different in kind or quality than a seeing student would have.

In general it was said that there were no licensing requirements but one spoke vaguely of such a thing and another felt there should be a license.

12. Education:

One member of this group has had post-graduate work at a school for the blind and a few college courses but no college degree.

Fourteen have either master's degrees or certificates in social work. Four others have master's degrees in education, psychology, counseling and guidance, and in religious education with a minor in social work. Six have bachelor's degrees with the social sciences or social work as a major. The remaining nine have bachelor's degrees, with majors: two in history, two in English, two in psychology, one each in public relations, education, and violin and English. Four of these had social science as a minor.

College problems and solutions:

All those who were blind while in college had readers, some volunteer, some paid by the individual and some paid by the state. Braille was used for notes. Six used tape recorders. One man who could read large print devised a note-taking system using a large pad with a rubber band around it, moving the band down the page as he wrote each line.

The problems reported center chiefly in readers; often they could not get enough reading time and even when they could, the need for planning ahead was an extra strain. Four had problems of mobility. When doing field work, one had trouble filling out forms. Several also felt uncomfortable socially, had difficulty becoming part of the campus life.

College advice:

In advice, the major emphasis was upon getting adequate and good education. Advanced degrees in social work were strongly recommended, plus a broad cultural foundation. Many urge mastering braille, typing, and note-taking skills before attempting college. Several urge participation in social activities on the campus as a very important preparation for later work with people and the community. Several pointed out the importance of field work experiences to determine one's interest in social work.

13. Demands of the profession:

Twenty-one stressed various personality qualities which they regard as important to the social worker: a genuine interest in people, a cheerful and extroverted personality, flexibility in adjusting to the client. The social worker must be able to remain comfortable in the midst of emotional situations and provide a balance for others. He must be able to take the bad moods of people, be patient in developing a point of view, personally independent and capable of organizing activities. Eight stress the importance of a lot of energy, eighteen mention the value of good appearance, and two the value of poise in group situations.

14. General advice:

Seven feel that social work offers a good field for a blind person, that the interest in people will help him surmount any problems which arise. They describe it as interesting work with good pay, good opportunities, and easier adjustment for a blind person because he would be associating with people who understand handicaps.

Others, however, have words of caution. Some members of the group feel that the opportunities are not numerous, that there is much prejudice against a blind worker, and that getting suitable field work is difficult. Two expressly comment that they do not have confidence in the ability of the blind person to do the field work; they feel that travel in general can be a nerve-wracking experience, and that it should be avoided as much as possible in considering a job.

Five emphasize the importance of personal dignity and independence. Learn to function like others as nearly as possible.

Three individuals interviewed made strong statements regarding the importance of the family in the life of a blind person. They are perceptive comments and made with such sincerity as to merit quoting each of them:

I think that one of the greatest things contributing to my adjustment is the fact that I never felt that because my mother and father sent me out to school that they were rejecting me; I consequently find it very difficult to understand parents who won't be unselfish and send their child away to school because they are afraid they will feel rejected.

My family had a great deal to do with my success. They treated me as if I could do the things my fully-sighted brother and sister could; I wasn't protected, I was helped, but not protected. They placed as much confidence in me as I needed to have. It was the kind of guidance and help only parents could give.

The family is of great importance. Both in my own experience and in working with blind people, I have found that a family can either add or detract from the achievement of a blind person. They can encourage a blind person, or the family can be a force in retarding a blind person when the family feels that he is not capable. The family may want to shelter the blind person; mother and dad and all the family make the

blind person the cause for solicitation. So I am wondering if we might say that in the real progress of a blind person a family that is interested in seeing him succeed and become normal and will cooperate in helping him adjust to his handicap is of greatest benefit. They ought to read to him, give him every possible encouragement in going ahead with his plans. This type of family is going to make a better adjusted blind person and help him in his professional achievement.

15. *Psychological portrait:*

On the whole, this is a group of people with distinctly professional orientation. The review of their interviews leaves the impression that they are also thoroughly nice people, gentle, friendly, hard-working, and earnestly trying to serve their clients. From some, one also gets a sense of dedication.

However, it must be recalled that exactly half of our particular group (which may not be characteristic of blind social workers in general) did not originally wish to be social workers. Even after many years in the field, they still spontaneously describe their turning to this profession in such terms as the following:

Even though I had a teacher's certificate, I couldn't get a job. When I was offered graduate work at the university in social work I was very pleased and I felt my prayers had been answered.

I got into this field largely by chance.

Going into this work was as a result of being blind. There was a certain compunction on the part of sighted people to employ the blind in this kind of work.

I got interested in it because I was offered a job.

I canvassed practically every high school in the state, and talked to almost every superintendent and was completely unsuccessful in obtaining employment in high school or college (as a teacher).

I started in college in a totally different field.

I thought it was a secure field in terms of employment. I thought I'd be able to adjust to it, being handicapped and knowing what it is to find yourself a little bit different from the normal. You have adjustment problems, and it seemed to me you have some help in adjustment here. It isn't a valid criterion for going into social work by any means, but it was one of the things that personally influenced me in that direction.

Such remarks certainly form one factor in the over-all tone of the interviews, a tone which could be described as subdued. Often, without its appearing in so many words, one feels that most of these people are carrying a burden and one cannot be sure whether it is their own burden or their clients'. Perhaps it is part of the very nature of social work that it has in it, more than some professions, elements of unchanging and unchangeable sorrow. It is the lot of the social worker to be concerned

with emotional crisis, with tragedy. At times she can change this to something more positive but sometimes she cannot, as when the patient has no hope of becoming well, the child must be committed to an institution, or the aging person can, at best, merely be made comfortable for the rest of his days.

Perhaps the subdued quality also comes in part from the nature of the client relationship imposed upon the social worker. It is indeed, as the title of the profession states, a serving relationship. Professional theory forces the worker into a subordinate position. Such tenets as "You must start where the client is" and the whole philosophy of non-directive counseling compel the worker to be the follower, rather than the leader. This can scarcely fail to mold the worker's personality after years in the profession, and those with personalities which cannot yield to this will usually leave the field. Does the double process of molding and weeding out, then, make it unlikely one would find in social work many individuals with strong and definite personalities?

Yet certainly the world still has a need for gentleness and in nearly everyone's life there is some time when he wants merely to be understood—not directed, not taught, not given a job, often not even given money—just understood. Think of the first weeks after sudden blindness, think of the day a mother is told her baby will never see; these are the days and weeks that belong to the social worker. To be self-effacing, to provide what is needed when it is needed, to be patient and willing to listen—for these qualities alone society in a time of stress should be grateful. But the trained social worker needs to do even more, to turn the client's thoughts to whatever positive element may be in the situation, to bring some personal growth out of pain, some learning out of failure.

Chapter 15

WORKERS IN VARIOUS ASPECTS OF REHABILITATION

1. *Job descriptions:*

Rehabilitation counselors and placement men:

Although specific responsibilities differ with the size of the agency and the nature of its organization, the basic job for all these men is to provide counseling and placement services for blind adults. In general, the clients are referred to them by social workers and other members of the staff of their own or related agencies, although they may also have responsibilities associated with finding the person who needs their help. One does this through assisting at an optical aids clinic where he finds opportunity to interpret vocational rehabilitation services to people with subnormal vision and can refer them back to counselors in their own section of the state.

In general, their work with a client starts with a contact through which they obtain information about the client, his background, his interests, his needs, and give to the client information about the services of the agency and about possible job opportunities. They must then arrange any necessary examinations, perhaps arrange treatment or training, before job seeking is feasible. In this connection, they must also keep some records.

When medical treatment or training is necessary, the counselor must review the progress of these, keeping in fairly close touch with both the client and the sources of treatment or training. Essentially, the counselor is responsible for providing optimum service to the client through whatever means are available.

The goal, of course, is employment and much of the counselor's time is spent in finding job opportunities and persuading employers to give blind clients a chance to work. Some work with the state employment service in job finding. A day in the field is likely to be a very active one with a good bit of travel and contacts with a variety of professional and business people. Placement may involve actual training on the job and certainly includes follow-up.

The counselor is often responsible for obtaining lists of employers, for maintaining public relations contacts with these employers and with the community in general, and for making a variety of reports concerning individual clients and concerning his work in general.

As clients, these men work with people from all walks of life, while in their community contacts they work with other professional people and with businessmen, often at high levels.

These eleven men are all in the employ of state agencies and report to the supervisors of their districts or divisions. Some had had rather formal internships or periods of field work, usually from one to three months and sometimes in nationally known agencies. None states that such an internship is an absolute requirement and only one speaks of a license. They regard it as taking from six months to a year to feel comfortable and fairly successful in their jobs.

Educational counselor:

Rather similar is an educational counselor who, however, works with school age children and with their parents and the schools and agencies which serve them. He sends out letters to school districts, asking them to report visually handicapped children, visits such children and their parents, learning their needs and interpreting the services of his agency. He discusses the problems of individual children with school personnel, aids in the counseling of such children. This man had six years of teaching experience with both visually handicapped and seeing children and states that such experience is a requirement for his job with the state agency.

Rehabilitation counselor in a medical setting:

This man is on the staff of the Rehabilitation Section of the Department of Preventive Medicine at a medical school. This is a new organization and a new setting for a rehabilitation counselor, only in operation for about a year. His work centers in solving the vocational problems of patients through counseling, work evaluation, testing, work tryouts—all within the hospital. He also lectures on vocational rehabilitation in the medical school and participates in meetings and similar training activities designed to train students in ancillary medical fields about rehabilitation; that is, he works with occupational therapists, physical therapists, student nurses, student doctors, social work trainees, etc., to solve the vocational problems of specific patients with whom these students are working.

Since this seems to be a very new area for rehabilitation workers it is interesting to note this man's background: He did his master's thesis on the vocational problems of the blind. He was employed as a placement counselor with a state agency, supervised a rehabilitation center for the blind for six years, was for three years on the faculty of a college as a trainer of counselors.

Placement counselor in a state employment agency:

As an interviewer in a state employment agency, this man takes the histories of applicants, interviewing from eight to twelve persons each day. He calls 20 to 30 employers seeking jobs for persons he has interviewed and when he finds a promising opportunity he makes out a referral card and sends the applicant out to apply for the job. In doing this he must maintain records, which he does in braille. At the end of each day he writes a report of his activities—the names of all employers called, the names and addresses of applicants interviewed, with an indication of which have been referred out, and cards for the employers to whom they were referred. He does this pretty independently except when there is a change in the forms. His clients are almost entirely under-privileged persons. This man had more than ten years of sales and telephone promotional experience.

Auxiliary rehabilitation workers:

Three of these men manage or assist in the management of vending stand programs. When a new stand is to be established, they plan the equipment and layout for the stand and carry certain responsibilities with regard to obtaining the equipment. They train all new operators. They visit each stand regularly, spending two to three hours checking the operation. Checks may also be made through discussion of the stand with persons regularly in the building, such as the building manager. They may make minor repairs to equipment, assist the operator with any problem he has. At the end of each operating period a report is made up covering all the stands and commission is determined.

Two are mobility instructors but one also does more general teaching in an adjustment training program. The chief content of these jobs is the training of blind persons to travel with a cane, usually moving from the most elementary basic training in handling the cane and in orientation to supervision of independent travel under trying circumstances. Their work requires some coordination with other members of the training center staff, attending meetings, some public relations, and of course the writing of regular reports upon the trainee's progress.

Three are associated with pre-vocational and adjustment training services. Two supervise their programs and have three to six staff members under their direction but all maintain very frequent and direct contacts with their clients. Although not primarily counselors, they cannot fail to do some counseling as they supervise the training of clients over several months' time. They also maintain good relationships with the community and with other agencies upon which they must often depend for aid in such things as recreation programs.

Supervisors:

The major aspect of the work of all these people is the supervision, training and direction of professional workers doing the jobs described above, plus some secretarial staff. They do have some client contacts but chiefly their work is in aiding their subordinates, although in smaller agencies they may carry some clients as their own responsibility. In their supervisory relationships they review the records of counselors, discuss and advise on client programs, act as resources to which the counselors turn with problems. They interpret agency policy, have certain responsibilities concerning budget and therefore must approve most expenditures. They do staff training both formally and informally through individual discussions and staff meetings.

A part of their supervisory responsibility must also be dealing with client complaints. In varying degrees, these people also have responsibility for public relations, community contacts, and some deal with special types of placement and training problems.

In general, these people report directly to the heads of their agencies, and they have under them from five to thirty people. For no one in this group is the present position his first in work with the blind. Some have been with the same agency from the beginning, but all started in non-supervisory work and have won their present positions through promotions. These are definitely not entry jobs.

Directors of state agencies:

These men were responsible for work with blind persons in their states, directly or indirectly supervising very considerable staffs. Their staff members give all the types of service commonly offered to blind people, not only all those described above but recreational programs, special training programs, workshops, ophthalmological and medical services, counseling for families of blind children, etc. These staffs also coordinate with all other public and private agencies which might serve these clients. The size of the staff varies with the size of the states but the functions must all be carried and the men in this group must know these functions, train, direct, and supervise them. They interpret policy which may be set by commissions for the blind or by some larger division of the state welfare program. They administer budgets and plan future budgets and therefore have a large part in determining the directions in which their state services will go. Many of their contacts are combinations of public relations and information giving to legislators, other agencies and organizations, and to the general public through newspapers, radio, etc. They are a last resort when no one else knows the answers to problems and court of appeal when clients are dissatisfied.

They must constantly keep themselves well informed about advances in work with the blind, changing relationships with Federal bureaus,

and changing demands within their own states. Yet the heart of their work must always be to keep their state programs functioning smoothly and well through the direct action of their staff and, consequently, the supervision and evaluation of that staff is a constant and major concern.

As would be true with any executive, they use secretarial assistants to manage the records and many other details of their day and some have administrative secretaries who go somewhat beyond this in carrying responsibility. Unless they have reading vision, as some do, their secretaries and occasionally other staff members read letters and other important material to them. At times professional material is read at home by members of their families. All are independent travelers but may use staff members as drivers at times. They may also take staff members to meetings when this would both benefit the staff member and give them aid in contacting other people who might be at the meeting. These are the major ways in which they receive assistance in their work. They rarely keep separate files except for some few telephone numbers, perhaps. They use few gadgets with the possible exception of dictating equipment which is natural to executives, seeing or blind.

All these men have been in work with the blind for a number of years and all had related experience before entering their present jobs. In more than half the cases they were specifically invited into these jobs as a result of outstanding performance in the related field.

Staff of private agencies for the blind:

The youngest and least experienced member of this group is concerned chiefly with case finding and public relations, assists in orienting new clients in a rehabilitation center, and appears to be pretty much a trainee in the organization. The other seven men are all in responsible positions, five being heads of private agencies varying in size from two to about thirty employees. Two are assistants to heads of agencies and one of these is in so large an organization that his particular responsibility includes supervision of about twenty-eight staff members. The work for which these men are responsible and which, therefore, they are supervising and training others to do includes running shelter shops, training centers, sales organizations, residences, pre-school services and nurseries, recreational activities, sub-contract departments, medical and optical aids clinics, Talking Book distribution, small business enterprises and even some placement work. In short, it includes in some degree all the various services offered through private agencies. It also involves a great deal of public relations work, chiefly pointed toward educating the public and toward fund raising.

Their time goes into administration, keeping or supervising records, especially budgets, purchasing materials for their shops, seeing

salesmen, etc. All use secretaries, not only as any executive might, but for some reading and occasionally for other visual tasks. They use few gadgets, however, since they deal with people rather than with concrete objects in most of their work. All do a good bit of traveling, a good bit of public speaking, and regard proficiency in both as important to their jobs. Most of them came into their present positions after considerable related experience with other organizations, teaching, sales work, public relations or running some business being the chief forms of experience outside work with the blind, placement, shelter shop management or some teaching being the chief experience within work for the blind. Again, except for the one young man doing case finding, these are not entry jobs.

Employees of veterans organizations:

Three of these men are employees of the Blinded Veterans Association; two are at the field service level and the third, now in administration, was formerly at that level and gave a good picture of the work in his discussion. Working from a list of names provided chiefly through the Veterans Administration, the field service representatives seek out blinded veterans, visiting them at their homes or places of business. Through interviews they determine whether the veteran is receiving his due under the law, and when he is not, they help him to obtain whatever he should be receiving. For example, they may give information concerning prosthetic equipment and where to obtain it, suggest training, or aid in job referrals. In some cases the field representative actually seeks out the job and helps the veteran to apply for it; in other cases, he refers the veteran to other established organizations for such help. Much of the task is one of coordinating available services, assisting with appeals, or public relations. Sometimes the task is largely one of helping the veteran toward better social adjustment through whatever means his own interests and the opportunities in his community permit. When changes in his physical or visual conditions occur, they may urge him to return to the Veterans Administration for re-examination. Much of the work is actually done through the Veterans Administration, although the Blinded Veterans Association is a private organization. At the administrative level there is a certain amount of supervision of all the above activities plus efforts to present the veterans' point of view to Congress and the public, and publication of a bi-monthly magazine for the veterans themselves.

A basic requirement for employment in this organization is that the individual be a blinded veteran. In addition, all these men have college educations and some relevant experience. Their activities are given direction by the policy making board of their own organization but all regard their work as having pioneering qualities which permit them

considerable freedom to show initiative and originality. For each veteran served, a rather complex report form is necessary. They commonly take the information for this in braille while interviewing the veteran, have the printed forms filled out by dictating this data to a secretary. This and some help in reading new information relative to their work is the chief aid they receive from seeing persons.

The other two men in this section are Chiefs of Rehabilitation for Veterans Administration hospitals or domiciles. They promote adjustment through counseling, guidance, and teaching such skills as braille, typing and orientation. They may supervise and coordinate pre-vocational services such as occupational and manual arts therapy, vocational evaluation and counseling, and social services related to financial and housing needs. They also direct and coordinate the activities of volunteers, handle correspondence related to their work, and submit reports on patients to the doctors. Where reading or report writing are necessary, they use the aid of secretaries or other seeing assistants such as the shop instructor.

These two men are not, themselves, veterans. One lost his vision as a child, the other just as he finished college, where he had taken the pre-medical curriculum. Both regard college plus at least two years of special training and experience in working with blind people as necessary prerequisites for their jobs.

2. Employers:

To summarize, the people described in this section are all employees of state rehabilitation services, private agencies for the blind, or veterans organizations. They all work within policies set by laws, boards of directors, commissions for the blind; none are in private practice, none are in business for themselves.

3. Hours of work:

About half of these people describe themselves as having a normal work day, about a forty-hour week. However, it is obvious from their job descriptions that many of these have some evening engagements at least in attending meetings, making public relations appearances. About half travel a great deal and whether or not they work at night, are absent from their homes and families much of the time. Several indicate that they are on call around the clock, several that they work from rising to bedtime and may meet with clients or their families over weekends. A number indicate the need to take work home at night, especially in order to keep up with reading.

These are obviously jobs which make considerable demands upon what might be called personal time.

4. Assistance with their work:

For all members of this group the chief assistance comes from secretaries but, except for reading, most of this is the kind of assistance any executive would expect from his secretary. Secretaries get information from files, collect data for reports, fill in forms, and of course type the letters and reports which are dictated either directly or through electronic equipment. Only two report taking correspondence home at times to be read by wives, only five report taking literature home. Seven regularly use volunteer readers for professional literature during their personal time. Five others have such literature recorded by various volunteers so that they listen at their convenience. One reports having some of his office reading done on tape. This man and others also indicate that their secretaries are "eyes" for them.

Most will use subordinates as drivers at times but often this subordinate is going to the same place anyway.

Assistants may also help with such things as counting the amount of production in a shop, checking the cleanliness and appearance of clients, observing mobility problems in clients, recognizing people at meetings, giving shop instructions, etc. The employment service counselor comments that he can fill out forms but when there is a change in forms he needs someone to tell him the spacing in the new form.

5. Gadgets and special solutions to problems:

Few gadgets are reported by persons in this section—in part, perhaps because it is the nature of their work to direct others, not do much with their own hands.

Braille is used in some degree by most of them but many comment that they do not use it a great deal. Agency records are not maintained in braille and rarely have braille notations on them. Only at the counselor level would this appear feasible. Counselors and some supervisors maintain certain lists in braille, such as telephone numbers, sources of service, etc. Many make notes for their own use in braille but dictate these for the final record. Some use brailled data in preparing reports or speeches. To do this they may use any of several braille writers but most frequently use the slate and stylus.

Use of recording and dictating equipment is frequently reported, chiefly so that material read may be preserved for future reference, or reviewed at a more convenient time. Many use typewriters themselves but usually only for rough drafts which are then read back to them by the secretary, corrected and typed in final form by her.

Individuals also report the use of the following:

- Micrometer adapted to touch
- Clickomatic rule

Braille ruler
Signature guide
Measuring tape with braille dot notations

6. *Travel:*

Most of these people do a great deal of traveling, often being absent from their offices on long trips four out of five days in the week. Twelve indicate that this travel is distant, involves covering hundreds of miles. At times they must also travel across the country to various meetings and training sessions. Many must travel in rural areas, small towns and large cities. Only three indicate that their jobs require going only to and from the work place while two more say they only occasionally travel within their own cities.

Thirty are cane users; sixteen have sufficient vision to travel with neither cane nor dog. None use dogs at present although several did formerly. Even where present jobs do not require it, an attitude of independence with regard to travel characterizes the group.

7. *Professional groups:*

Only three indicate that they belong to no professional or community groups. Thirty-six report membership in AAWB, twenty-three in NRA. Nineteen are members of at least one—and in many cases several—other professional organizations. Thirteen report membership in at least one other organization for the blind. Among the service organizations attended, Lions is most popular, veterans of course belong to their own groups, and a number report active participation in church programs.

Not unnaturally, the amount of leadership varies greatly with the length of time the individual has been in work with the blind and the extent to which he has moved up within his agency. Among the counselors, few have carried positions of responsibility in their organizations while agency heads include past presidents of AAWB and other large organizations.

8. *Interest and counseling in their professions:*

All of these people entered this field of work and, of course, their present jobs as blind people. Most of them were influenced in their early choice by agencies for the blind, schools for the blind, veterans organizations, or simply by their own experience as blind people. Thirty report specific counseling by agencies for the blind, five by Veterans Administration, three by schools for the blind. Other individuals received counseling from friends, county welfare officials, or persons in agencies not specifically serving the blind. Many, of course, obtained information from several of these sources.

Some, unfortunately, report rather negative experiences in this counseling.

9. Other work experience:

Thirteen members of the group had had some work experience before their visual loss. Only three felt that this was of value to them now: farm experience, mechanical experience, and sales experience.

As blind persons, eleven had some teaching experience; in general, they felt this had been very valuable background. It helped them to understand people, to learn to motivate them and counsel them, and often also gave some experience in working with families. Eleven did some form of direct selling, one did telephone selling. Again, their experience in contacting the public was valuable. Eleven did industrial work and gained from this valuable experience in how an industry is run, use of machines and tools and the responsibility of the members of a work team. Three ran small businesses. The group also includes persons who have done farm work, radio work, auto repairs, piano tuning; a darkroom technician, a musician, a public relations worker, a lawyer, and a member of the Legislature.

More obviously related to the present work was experience as a counselor of alcoholics, a state employment counselor, and a DPA visitor. Previous jobs in work with the blind include five home teachers, three rehabilitation counselors, one counselor trainer, one house master in a residential school, four vending stand operators, one recreation director, and one BVA field service representative.

Only sixteen were employed in their chosen field within six months of completing formal training for it. One had to wait four years for his chance, two five years, one seven, one nine, and one ten years. However, for many the present professional work grew out of successful business experience and it is difficult to say just when they entered "this field." Also, some of the long delays were at least in part caused by physical problems other than blindness.

Twenty specifically credit agencies for the blind with giving them their start. Five credit the Veterans Administration, while two were aided by schools for the blind, and one each by a college placement service or college dean. Seven were invited into their present rather responsible agency positions without having made any effort to obtain them.

10. Time to attain proficiency:

This question is relevant only for persons in starting positions, not for those promoted from within work for the blind. Most of them feel that sometime within the first year they were reasonably proficient but two feel that as much as three years is necessary, one as much as five. One comments that you have to work at being accepted—it does not come automatically—and much depends on whether you really get a job done.

Suggestions for shortening this time include better formal preparation with the comment that college training for rehabilitation work was unknown when many of the older members of the group started in the field.

Also the various training institutes run by the Office of Vocational Rehabilitation or other organizations are given much credit, frequently mentioned as an absolute must even by younger men who had relevant college training. In-service training in general is regarded as very valuable in quickly bringing the worker to an acceptable level of proficiency.

11. Field work, licensing:

Formal field work or internship preceding employment is reported by only six persons while five others indicate that they had informal experiences which might be so described. Eleven others strongly recommend such field work as standard preparation. Twelve report specific periods for training during which they were on probation.

As already noted, only one mentions a license as such. However, several indicate that teaching credentials are necessary for their particular work. At least three took civil service examinations for their present positions.

12. Education:

Two completed college as seeing persons and one of these also completed a master's degree before visual loss. Four completed college with serious visual loss but without needing special arrangements for study or examination taking and two of these added master's degrees, one teacher certification. Thirty-five completed college as blind persons and of these, ten went on to master's degrees. Two of these added the Ph.D. degree. One has an LL.B. Five have no college degrees. Many have graduate training beyond the last reported degree and a very large number have had special training courses in rehabilitation and related work.

The highest level of education reached, then, is:

- High school—4
- One year of college—1
- Bachelor's degree—25
- Master's degree—13
- LL.B.—1
- Ph.D.—2

Social studies and Psychology were the most popular major and minor studies.

College problems and solutions:

For some, college problems began with trying to get into the colleges or the courses they wanted. One was rejected by three colleges because he wanted to take physics courses, another was forced into training not at all to his interests. One commented on the difficulty he had in getting professors to say aloud what they put on the board, and four others felt they had general difficulty in getting material which was put on

the board or trouble with math symbols and diagrams. Two ran into difficulties in taking examinations. Two expressed a variety of problems growing out of their own poor preparation, lack of braille skill, and inability to organize their materials. Several had difficulty persuading professors they were serious students and wished to be graded on the same basis as were seeing students. A number expressed the need for more readers or better organized reading resources and time. One had difficulty getting his term papers typed well.

In giving advice with regard to education two divergent trends are evident although probably neither side would totally disagree with the other. About half of the group urge the young person to get as much and as broad an education as he can. Most of them emphasize the importance of excellent grounding in the social sciences although three urge that in the earlier college years the emphasis be on the exact sciences with the thought that later specific rehabilitation preparation will give enough of the social sciences. Nearly half urge very specific preparation for the rehabilitation field with early selection of courses toward this end, early counseling, early contacts with workers in the field to obtain their guidance. Planning to go to the master's degree level is urged by many and a few indicate that thoroughness is more important than speed in getting through college—if you need five years, take it.

A number speak of the importance of high academic standards, not merely meeting the standards set for seeing students, but getting really good grades right from the start. They also point out the value of required courses.

Certain specific suggestions are also made: Do not start in mid-semester, try to get readers from your own classes, have a good command of Grade III braille before attempting note-taking, live in the dormitory and participate in college activities for their social adjustment values. Several believe it of value to have work experience between high school and college.

13. Demands of the profession:

Nearly all indicate the great importance of good appearance and especially of good grooming in this profession where each individual is, almost constantly, in the eyes of both the public and blind clients, a symbol of the well adjusted blind person. About half feel that, because of the great amount of traveling, the long hours, and the variety of active responsibilities there is a need for more than usual energy and good health. In one way or another, most feel that personality is extremely important with special mention of the ability to meet and talk to people as individuals and in groups, personal stability, and much patience. Flexibility, adapting easily to new situations is mentioned, capacity to resist tension and willingness to make sacrifices. To some of the jobs a mechanical inclination is important.

14. *General advice:*

Perhaps because giving advice has been their business, the members of this group have in general expressed themselves unusually well on this point and one wishes one could quote all of them.

Briefly, they recommend for those considering rehabilitation as a field:

(1) Be sure you are rehabilitated yourself—function independently as much as possible, maintain a good appearance, try to be fun to be with, learn how to leave a definite, warm, pleasing impression socially without being too aggressive.

(2) Do not enter the field for financial rewards. The capable individual can probably make more money elsewhere but here he can find rich personal satisfaction, and measure his own success in the ongoing success of his clients, years after he “closed the case.” A sense of dedication is important and it should be shared by the family as well as the worker himself since he must often be absent from home.

(3) Be patient and willing to tolerate another’s point of view. Clients may not always share your goals for their rehabilitation. You must learn that you cannot change them, can only offer the opportunity and motivation to change.

(4) Be sure you are well prepared to give advice to others. You must know your field, know how to give advice, do your own work with high standards. This may mean that you will always feel that you must keep learning something more; unless you are willing to do this, you should never enter this field.

15. *Psychological portrait:*

It can scarcely be expected that forty-six individuals who have entered a profession over a period of more than thirty years would be very similar. Changing times would lead different kinds of people to seek the field even if the field itself were fairly static. But all who know work with the blind know that it has been anything but static in the past thirty years. We can therefore expect the differences to be all the greater among these people.

Roughly speaking, two general patterns emerge which, for want of better terms, we shall describe as the “pioneers” and the “professionals.”

The pioneers are consciously trail blazers, builders, creators. And they are very consciously salesmen. In our group, a number have been with work with the blind, and usually with their present organizations, since both were small and weak and generally unknown. They have moved from a staff of two or three to ten or twenty times that many. They have not merely organized and directed services—they have originated them, set the standards for them, and found the money to pay for them. Their self-concepts emphasize hard work, tireless effort on an around-the-clock basis, and genuine personal self-sacrifice.

By contrast, the professionals tend to be oriented toward research more than toward individual originality, toward proving what is right more than toward a quantitative measure of accomplishment. They are more in tune with the permissive attitudes of modern social work than with the directive point of view of the man who knows he must get a certain job done or neither he nor his clients will eat. When there is a difference of opinion between counselor and client, the professionals are more likely to wonder whether they, themselves, are right.

To the pioneers, the agency is their own product and they take a paternal point of view toward it; to the professionals, the agency has been the counselor, the source of economic and often of emotional support, and it stands in *locus parentis* to them. The pioneers still, even though their agencies may now be large and strong and amply supported by law, fight to be sure the agency gets its rightful share without losing its freedom. The professionals are more likely to be concerned with their own status, and one group of them may indulge in a kind of sibling rivalry with another group for professional recognition.

It is interesting to note that among those reported here, these differences in point of view do not relate to either age or education. The Ph.D.'s are among the pioneers, not the professionals; and three of the individuals who are younger both in years and in length of time in work with the blind distinctly express the attitudes of the pioneers (the B.V.A. representatives).

Yet, despite these evidences of differing points of view, most of the people in this field have much in common.

Perhaps the most outstanding quality is their willingness to be symbols, symbols of blindness and of what blind people should be. Time after time, they point out that blind people will be judged in terms of what they do, blind people will have opportunities dependent upon how they impress employers and the public. This means that they must accept themselves as blind people and, unlike many of our other study groups, they never express or imply a wish to hide their blindness.

They are people with a lot of physical energy, capable of working long hours and often in activities which are physically and emotionally disturbing.

They are people with great flexibility, capable of relating to clients or other persons of greatly differing socio-economic levels, greatly differing ages, and greatly differing mental ability. Often they must not merely provide information and services for clients but interest and motivate them. Success may depend upon the client's feeling that theirs is not a passing and casual relationship. A sincere and undemanding interest in people is essential.

They must have patience, persistence and originality, and a capacity to lead the client to wish to do what is necessary for good rehabilitation.

They learn early that clients do not always share agency standards, keep counseling appointments, or really want jobs at all; yet they must always bear the burden of wondering whether the “failure” was the client’s or their own. To do this requires personal stability, a capacity to endure frustration, and an ability to accept the client for what he is without ever ceasing to believe that he can become something better.

Chapter 16

MEDICAL AND RELATED ARTS

1. *Job descriptions:*

Osteopaths, Chiropractors, and Physical Therapists:

At least in our study, the persons using these three titles have many activities and offer many services in common.

The schools of osteopathy have for many years been closed to blind students since the field has broadened to include many general medical activities. A couple of the people with whom we talked were among the last blind persons to be permitted to become osteopaths and one was permitted to do so only because he already had one year of college when the ruling was adopted. It is interesting to note that in our small group there are opinions both for and against the ruling.

Those of our interviewees who call themselves osteopaths are definitely not performing the full range of functions characteristic of the modern osteopath and it seems not unfair to say that their work appears closer to that of the chiropractor or physical therapist.

Both the osteopaths and the chiropractors appear to treat chiefly trauma of the back, headaches, sprains and tensions but several state that they definitely exclude only cases involving eyes, ears, and nose where thorough examination by palpation is impossible. Even the chiropractors list treatment of such illnesses as pneumonia, bursitis, congested liver, constipation, nephritis, laryngitis, acute and chronic lumbago, and neuritis. Several comment that the frequency of a given type of complaint relates to their geographical area.

As part of their evaluation of the problem, they take at least some history of the patient and the present complaint. One man keeps these records in braille. One types them as he talks with the patient; later his wife files the typed cards at home and when he needs information about a patient who returns, he merely telephones her and she reads it to him. Several are aided by wives or by nurse-secretaries who take and record the histories. Several say they make no record except the patient's name and whether he has paid.

Three osteopaths and four chiropractors had nurse-secretaries; i.e., these persons both assist in preparing the patients for the doctors and do some record-keeping. Three work in the same way with wives who are, themselves, trained in physical therapy. In at least seven cases wives do record-keeping at home and send out bills when necessary. Wives and nurse-secretaries also assist at times in diagnosis by report-

ing what they see to the doctor, doing blood counts, operating such diagnostic equipment as electrocardiographs or X-ray.

Among both the osteopaths and the chiropractors there is great variation in the extent to which the doctor himself uses such equipment as stethoscopes, thermometers, etc. One takes blood pressure with an aeroid type manometer which has a large dial; he had a jeweler put a hinge on the glass front so he could open it and put raised dots on the dial. There is very little report of specialized equipment and such adjustments as have been made seem to be merely minor markings. In a great many cases, our interviewees report that when they believe the patient needs laboratory tests and similar diagnostic tools, they refer him to another doctor.

There is also great variation, for both osteopaths and chiropractors, in the extent to which they use heat, diathermy, vibration, and other mechanical treatment devices. For all, the heart of the treatment is some form of manipulation.

Several of the osteopaths include medicine in their treatments although one states that he does not prescribe anything but "blood builders." Two, with some aid from nurses, give hypodermics or injections. Those who call themselves chiropractors differ from the osteopaths chiefly in that they give no medication and state that they would not attempt to treat such conditions as fractures. Some of this difference is more a matter of attitude than of practice; i.e., the osteopaths regard themselves, since they are members of the osteopathic profession, as having the right to give medication and to work with a wide variety of illnesses but as blind people they rarely or never do. The chiropractors state that theirs is a drugless therapy and with a single exception they send patients who might need medication to medical doctors. The one exception is a man with a large and complex office who has a medical doctor come in for three hours a day and take care of medication and minor surgery there.

All of the osteopaths and chiropractors are in private practice, maintain their own offices. This is also true of two of the physical therapists. The other three physical therapists work for hospitals. One of these in private practice states that he is actually not a registered physical therapist and his work is pretty much limited to massage and use of a steam cabinet. The other four, including the man in private practice, do most of their work pretty much under the direction of physicians. They do massage, manipulation, heat and related therapies. They may work with problems of ambulation or self-care. One is also a hypnotist.

All those who function in their own offices have responsibility for either doing or supervising such essentials of the well-run office as sterilizing gloves and equipment, maintaining a supply of clean linens, answering the telephone and making appointments. For those in hospitals, these services are supplied by the organizations.

Speech therapists:

Two of these work in public school settings although one is actually employed by a separate organization which runs several speech clinics in her state. The third works in an institution for the mentally retarded. Children are referred to them by teachers, school and institutional staff. They determine the specific sounds with which the children are having trouble and give the speech exercises designed to correct the difficulty. They may work with the children individually but usually work with small groups. Although sighted speech therapists depend largely on pictures to elicit sounds, at least one of our interviewees carries a bag of toys and illustrative articles and believes these actually motivate the smaller children better than pictures do. One of these therapists is also expected to do some public relations work in order to acquaint physicians and other persons in the community with the speech correction service.

Educational therapist:

This man works with long term patients in a hospital. He teaches academic material to further the vocational goals of the patients and to divert their minds, thus hastening recovery. In addition this man does some college teaching in the evening and also writes, neither of these latter being specifically related to his work as therapist.

Occupational therapist:

This woman is Director of Occupational Therapy for a general hospital, has a staff of three registered occupational therapists plus a varying number of students. She supervises the activities of her staff, interviews patients, assigns patients to specific staff members. She herself teaches some crafts. In addition, she handles all the administration of her department, including budget, time sheets, ordering of materials. In her clerical work she uses volunteers as readers.

Visual aids specialist:

Working only with persons referred by medical doctors, this man determines, by actual tryout, which visual aid will be useful to an individual. He makes an original evaluation, then rechecks a week later to make sure there is no change. The individual is then returned to his own physician with the recommendation. This is apparently not a full time job and this man also does some public relations work and edits an annual book for children produced by his organization. Since the other persons to be described in this section on the medical arts all came into their fields of work as seeing people and were well established before visual loss, many of the items covered by our interview have a different meaning for them. It therefore seems wise to review all data concerning the osteopaths, chiropractors and various therapists here.

We will then close the section with discussion of those who entered their work as seeing people.

2. Employers:

All of the osteopaths and chiropractors and two of the physical therapists are in private practice. They maintain office space and treatment space and in about fifty per cent of the cases this space is in their homes. They maintain their own equipment, their own supplies, and must carry all the costs and deal with all the details of running any business. A number of them remark upon the expense of setting up their offices and express the hope that with greater success and therefore more income they can have better equipment.

Nine of the therapists work for school systems, hospitals or other institutions. Space and equipment are provided for them, they have no concern with keeping records other than the progress of their patients and their incomes are not subject to the variations which occur in any private practice.

3. Hours of work:

All of those in the employ of organizations work pretty standard days and six of those in private practice say that they try to do this. All the others do a good bit of night work, may even be on call during the night and on weekends. They look upon themselves as physicians who must work when their patients need them. It is also obvious that while the hours may be long, the days are not always full; some days they see twenty patients, other days only five.

4. Assistance with their work:

Most of the group make a point of the fact that, except for reading X-rays, they are pretty independent. Several do have nurse-assistants who read dials on equipment but they speak of this as a convenience more than a necessity and in this they are probably correct since other doctors, without assistants, use similar equipment. Four use nurse-secretaries to read mail, keep patient and business records and read some professional mail to them. However, the major assistance comes from wives. When the office is in the home, the wife often answers the telephone, opens the door for patients, and invariably keeps the necessary business records. Wives also act as guides and drivers.

Several of those who do not have assistants state that it would be very desirable to have help and, particularly, to have a girl in the office when there are women patients; when the size of their practice warrants it, they plan to have nurse assistants.

Only six speak of having their wives read professional literature. The need for such reading is expressed far less by this group than by many

of the other professions. Several deal with this problem of keeping up to date through regular meetings or institutes which they attend.

5. Gadgets and special solutions:

There is comparatively little use of special equipment. Several refer to special apparatus for taking blood pressure, and to special thermometers. Some say that they have trained themselves to associate the pitch or hum of equipment with what could be read on the meters. However, the amount of heat, etc., seems often to be determined by the tolerance of the patient so that the doctor watches the patient rather than dials. Where a seeing person is in the office that person can take care of controls. One speaks of scratching the emulsion on the X-ray film so that it raises the line; through this means, the doctor can show the X-ray to the patient and explain it. Their chief special gadget seems to be their own well developed tactual discrimination.

Several speak of having portable equipment to use when they treat patients at home; this is not special in the sense that it is adapted to the doctor's blindness, however. Only two speak of using tape recorders or disc recorders and they use them very little. Only one speaks of a braille writer, one of a braille timer, one of braille names on bottles of medicine. Most of those who keep braille records at all apparently use the slate and stylus, and their files are not at all complex.

6. Travel:

Independent travel seems of minimal importance in this group. Seven have their offices in their homes and say they never work outside. Eight must travel to and from their offices or places of employment only. Two of the therapists travel constantly from school to school so they are on the road a great deal but in familiar territory. Three others occasionally take longer trips, taking a patient to some distant hospital, for example. Eleven state that they frequently treat patients in their homes or in hospitals and therefore do a lot of traveling within their own local areas.

Six have travel vision but all the others who work outside their homes or places of employment use drivers, usually wives. There is little expression of need or desire for travel independence. Wives, friends, and even the families of patients take them where they wish to go. The fact that half the group is over fifty years of age may have something to do with this.

7. Professional groups:

Nor are these people "joiners." Five, or 16%, belong to no groups at all. Fourteen belong only to an organization representing their profession and often they are not active beyond paying their dues. Six belong to both professional and community organizations and six only to com-

munity groups. Only eight indicate that they have ever carried responsibility in their groups and in most cases this has been minimal.

These facts of course tie in with the generally limited or dependent travel patterns.

8. Interest and counseling in their professions:

Only one of the thirty-one people chose and entered his field as a seeing person. Ten were influenced in their choice by their own experience, or the experience of a member of their family, with the services of an osteopath or chiropractor. Seven were influenced by contact with an osteopath or chiropractor but not by their direct services. Seven report that they were counseled by agencies for the blind but in only one case did the idea of entering this field originate with the agency. One states that the agency tried to influence him toward another goal but when he insisted, they helped him with training for the physical therapy in which he is now functioning. Four were encouraged by schools for the blind. Other influences (and of course in some cases there were several influences) are liking for related courses, and the informal counseling of relatives, friends and fellow workers in earlier jobs. Many got real information chiefly from college catalogues or from faculty members at their colleges. Even when the original impetus did not come from an already established physician, most of them talked with such practitioners before making a final choice.

9. Other work experience:

Nine had some work experience as seeing people, most of it in trade or routine jobs. In only two cases does this appear to have contributed to their present success: one teacher and one man who had been a manufacturer of specialized drugs and therefore knew a good bit about the medical area.

Functioning without vision, four had been teachers, one had been an instructor of blind patients in a V.A. hospital, one had worked as a counselor for a church, and one had been both a social worker and in the braille department of a public library. All of this experience seems relevant. Three had been musicians and one of these feels that his musical experience had real value for his present job because it taught him to get along with people. One man who is now a chiropractor did some physical therapy while in college while a physical therapist did some summer work in a school for the blind.

Their own comments indicate that they have valued chiefly previous experience in dealing with people.

A significant point about this group is that, once they were actually trained, they began functioning in their field rather quickly—five of them even before they completed training. Most of those who list other work experience had this before they were trained for their present work. The

only man who seems to have waited more than a year for a real start is the visual aids specialist and it would be fair to say that he actually was not trained specifically for this field; it was a matter of waiting for a spot where his previous experience as a teacher and administrator could be used. In some of the other cases several months of the delay were occupied with getting equipment for an office. Several indicate that they had some patients the day they opened their offices.

How long it takes to be successful is quite another question. Some hesitated to say that they were successful at the time of the interview; apparently they were supporting themselves and their families but they definitely wished that their practice were larger. Several discuss the importance of having enough money to start in a good location and with good equipment—this greatly speeds up success. Others point out that advertising is forbidden to the professional person so they must wait for patients to refer other patients. A therapist in private practice must work chiefly through referrals from physicians so going to groups where he can meet them, or sending them announcements may help. Most state that at best a year is necessary to establish a practice.

10. Time to attain proficiency:

Many are unwilling to evaluate this. They feel that they were well prepared academically when they left their schools but the variety of problems met in actual practice means that you must continue learning almost indefinitely. The therapists indicate times varying from six months to three years. Those in private practice name six months to as much as seven years, with three years the mode.

11. Field work, licensing:

Because many of them have been in their work for a long time, they often indicate that their experience with regard to field work or internships is no longer applicable. Of the entire group, only two of the physical therapists indicate that no such period is required. The osteopaths speak in terms of internships, state that present requirements are pretty much what they are for medical doctors.

The chiropractors all report that a period of clinic work was required as part of the basic training. Three therapists also speak in these terms while three others seem to have been trained essentially as teachers and speak of practice teaching.

With regard to a formal license, variations probably depend upon the state in which the individual wishes to work. One physical therapist, who definitely states that he is not a registered physical therapist and who therefore is limited pretty much to massage, has no license. The occupational therapist and visual aids specialist also function without licenses. All others have a license, teacher's certification or have passed a Civil Service examination. None report that standards are different for blind than for

seeing persons. Most of them had the questions read to them by some approved person, typed their own answers. Four had oral examinations. None indicate any difficulty in making these special arrangements.

12. Education:

The seven osteopaths all attended colleges of osteopathy and have the D.O. degree. One completed four years, one three, and one two years of regular college first. The others went from high school to the college of osteopathy in the early years before more academic preparation was required. The thirteen chiropractors all attended chiropractic colleges and received the D.C. degree; three of them first had two years of regular college. Two of the physical therapists also are graduates of colleges of chiropractic, and two others have no college degree. One has a B.S. degree in physical therapy.

Two of the speech therapists have a B.A. degree in Education. One did her undergraduate work in speech and dramatic art and has a master's degree in logopaedics. The occupational therapist of course has her degree in that field. In undergraduate school, the educational therapist majored in history, minored in English; he also has an M.A. and a Ph.D. The visual aids specialist started in social work but got a master's degree in education and has done some work toward a Ph.D. These seem to relate more to some of the editorial work he is doing than to his work in visual aids as such.

College problems and solutions:

At least nineteen were aided by having readers while in college. Six worked with partners in lab courses, four regularly studied with friends. Only one used a tape recorder, one had a friend make carbon copies of notes. One indicates that a friend punched intricate neurological diagrams out on cardboard. Several indicate that, in connection with microscope work or dissection, they simply memorized what lab partners said they saw. How meaningful this was might be questioned, of course, but it evidently got them by the examinations. Several comment that they required tutors in certain subjects but this does not differentiate them from many seeing students.

Few report any problems in college but three did comment upon difficulties in travel about the campus and adjacent town. One had difficulty with social relationships. One had trouble getting blackboard work and one suffered, in taking examinations, from the fact that he did not type well.

This group did not seem particularly inclined to give advice in the area of education, perhaps in part because some of them (the osteopaths) regarded it as impossible for any blind person to enter the field now. Several did stress the importance of getting as much science as possible in high school. Of the chiropractors, several recommended at least

two years of basic college before going to a college of chiropractic and being sure to attend a college recommended by the National Chiropractic Association. The physical therapists recommend getting as much training as possible in physiology, anatomy, and psychology.

13. Demands of the profession:

As an important requirement for these fields, nineteen list health, energy, physical strength, perhaps even athletic ability. This is physically demanding work and it is particularly important to have strong hands. Thirteen believe that good appearance is important. Ten believe that good personality is necessary, particularly a sympathetic attitude, being a good listener. One adds that knowing some psychology helps and in the area of speech therapy, it is important to love children and have great patience with them. One feels that it is important for the doctor himself to be able to withstand tension.

14. General advice:

As has already been noted, the osteopaths did not feel in a position to give much advice since their schools are closed to blind students. The chiropractors are generally of the opinion that theirs is a good field but warn that the chiropractor should not claim to do more than he really can do, also that he needs good financial backing to get a start. One physical therapist also recommends chiropractic as a better field than physical therapy. However, another reasons that much of any form of success lies within the person, not the field of endeavor. Educational therapy and occupational therapy also are recommended.

MEDICAL DOCTORS, PHARMACIST, AND NURSE

Among our interviewees were nine persons who had entered their professional fields as seeing persons and had been well established before visual loss. There seems to be little point in detailing their education and early work experiences which, in every case, were standard for their professions. All agree that a blind person would not be accepted for training in these professions and probably few would argue that they should be.

For the benefit of other persons in these professions who might lose their vision, however, it may be of value to indicate how these people adjusted to blindness and how they carry on their professions now.

1A. Job descriptions:

Physicians:

Three of these men are now psychiatrists, one of them specializing in psychosomatic disturbances because he was an internist before visual loss and this background combines well with his recent training in psychiatry to apply to the psychosomatic disease area. All

three are in private practice although one spends most of his time in the service of a university hospital out-patient department. Two also do some teaching. In the practice of their profession they need little assistance since the medium is the counseling interview. They do need someone to read charts and patients' histories. The one who works chiefly in the hospital has this done by clinic staff or nurses; the other two by secretaries. The secretaries also bring patients into the office, keep records, take dictation and write letters. One of these men has lost his vision rather recently and is still rather obviously in the process of adjusting. His wife acts as his secretary and he is quite dependent upon her. He does only interviewing, no physical examinations. He knows no braille, dictates all notes from memory following each interview.

Two are in administrative positions and one is partially in administration, partially in private practice. One of the administrators is director of the largest bureau of nutrition in the country, or, indeed, the world, a job which he has held for eleven years. His visual loss did not occur until six years after he took over this department. He now supervises twenty-nine nutritionists and approximately thirty-five physicians with subordinate staff. He himself reports to the Commissioner of Health. He controls and supervises his staff through conferences, reports, observation of budgets and especially evaluation of the results they obtain. Since he is working with professional people they do not require close and constant checks. Other than having all data read to him, he feels that he requires no special assistance.

Another, whose visual loss occurred about seven years ago, has for the last ten years been professor of pediatrics and head of that department in a large medical school. He is in charge of in-patient and out-patient services, acts as a consultant to various members of his staff, and serves on the editorial board of a medical journal. He sees two or three patients daily as a consultant for his staff who, of course, describe what he cannot determine through direct examination. Since he also teaches, he must cover a large volume of professional literature which he does largely with the aid of his secretary. She reads titles, summaries, and when he is interested, entire articles. He manages lecturing with minimal notes.

Another is a specialist in endocrinology and divides his time between teaching at a large medical school, administering a special out-patient clinic, and his own private practice of internal medicine. An hour or two daily is spent in making the rounds in the hospital. Several hours are devoted, two mornings a week, to supervising the organization of the clinic. He gives irregular amounts of time during the academic year to teaching. There are bedside conferences with third year medical students and lectures delivered to medical students and students in the graduate school of medicine. He acts as pre-

ceptor for a series of fourth year medical students, a new student each six weeks. These students act as his office assistants and make the rounds with him in the hospital to see his private patients and the patients he is asked to see in consultation. The medical student takes histories and performs physical examinations, then reports the findings to the doctor who goes over the report with the student. The doctor himself makes tactual examination of various parts of the body, listens to the patient's heart and lungs, etc. This man spends at least six scheduled hours in professional reading each week, with a medical student reader or with his wife. He is also careful to obtain current information by attending meetings of the hospital staff and other medical meetings.

The last medical doctor in our group is in private practice in the same offices with his brother. He also has a nurse assistant who assists with examinations and handles simple laboratory procedures and, of course, keeps the records. When he is uncertain of a condition based on his own examination and the nurse's report, he calls his brother in consultation. At times his brother also calls upon him in much the same way. He also keeps up with his considerable reading schedule through the assistance of the nurse, but he is particularly grateful for the Audio-Digest of Internal Medicine which is produced by the Audio-Blind Foundation of America and subsidized by the Medical Society of California.

These men admit problems in adjusting to their visual loss. They have solved most of their problems by developing a new specialization which required no vision in the actual treatment situation (psychiatry), or by judicious use of seeing help from wives, nurse-assistants, hospital staff and, in one case, a brother. They have turned very little to use of equipment for blind persons. Only one uses a blood pressure apparatus with braille notation, two use braille watches. One uses dictating equipment but comments that he would probably do so, seeing or blind. They have worked out their practice so that a minimum of travel is necessary but all are essentially dependent in the travel situation, frankly using seeing guides.

Pharmacist:

This man is a graduate pharmacist, now 72 years old and essentially retired. However, since his visual loss about eight years ago, he has done some part-time work with the aid of the proprietor of the drug store where he works. This man does all the seeing, reads formulas out of the book, reads the prescriptions, and checks the work. However, our interviewee, who still retains enough vision to read a little, claims that he could compound prescriptions himself if necessary. He states that he did continue in his own business for about six years after his blindness but he closed it because he could not check the register and the books properly.

Nurse:

This woman, who also retains sufficient vision to read with a hand magnifier, had been a registered nurse before her visual loss about nine years ago. She now works in a small nursing home, giving what she describes as bedside care, with no medications or treatments. This involves bathing the patient, making the bed, making the patient comfortable, combing hair, feeding. Usually a registered nurse with normal vision is also on duty. Since most of the patients are elderly people and remain in the nursing home for some time, she gets to know them and rarely needs assistance in doing the type of care involved. She uses no special tools or record procedures since it is not necessary for her to identify medicines. This woman is quite optimistic about a blind girl's being able to do practical nursing.

15. Psychological portrait:

Exactly one-fourth of the persons described are in work which could not be entered by a blind person. They are older people—average age 58 years—who either entered their work as seeing people or entered it at a time when the field itself was quite different (the osteopaths). Two general conclusions are possible from a study of their interviews.

(1) An individual already well established in a professional field can, with effort and perhaps some good fortune (such as having a brother in the same field), stay in that field. Helping him to find a way to do so is probably the best form of rehabilitation. He may not be able to perform all the functions independently, he may have to turn to administration or teaching rather than active practice, but he will not have to learn something completely new, he will not have to abandon the professional contacts which gave him pleasure as a seeing person.

(2) From the agency or counselor he will need chiefly three things:

(a) A source of strength, a personal and emotional resource, during the difficult period of adjustment to visual loss. Sometimes the individual himself rejects this contact because it emphasizes the blindness he hates and fears, but the agency may be a very great help to family and friends, even to the employer, if any, guiding them in their handling of and reactions to the newly blinded individual. For this, one obviously needs a very capable counselor whose own attainments and personality command respect.

(b) Quick, efficient, private training in the basic skills of blindness. This will always include grooming and social skills, may include travel skills, may include braille or even typing. To individuals in a professional setting where keeping their own records is quite unnecessary, the latter may be of no importance. But if they are to be given, they must be given at just the moment the newly blinded individual is ready to accept them (he often rejects them at first), and they must be given quickly by a good teacher who has the in-

sight to move at the pace of the student. There must be no saying that the teacher's schedule permits seeing the client only once a month—these people will not wait for that service. Some professional people will feel that they have all the braille they will ever need in a couple of lessons. The teacher must not feel hurt by this, must not try to add to the numbers on the case load sheet by hanging on to the student who says he has enough, but must be gracious about coming back into the picture if, later, he wants more. Accepting tools of blindness may represent capitulation to a force he has been fighting. The teacher must understand the emotion which goes with this.

(c) Above all, this training should be offered privately. The professional person has often been an advisor to agencies. It is hard indeed for him to accept the total reversal of role implied in becoming publicly the client. Here, again, the agency must be "big" enough to sense and meet this with understanding.

The ancillary medical areas which are open to visually handicapped or totally blind persons may all be described as some type of therapy. They attract individuals who find some reward in seeing people get better, physically, mentally, or in communications (speech therapists). They enjoy direct patient contacts, have no squeamishness about touching people, are not disturbed in the presence of illness or its after-effects. Beyond this, one gets little sense of strong personality characteristics from these interviews. Many in the physical therapy and chiropractic fields seem to be very self-effacing individuals. A patient is directed into the treatment room by a wife or nurse. With rather little preliminary discussion, the doctor starts his treatment, some of which is manual but much of which may be done by therapeutic machines. Then the patient leaves. From the discussion of some of these people, one almost gets the feeling that blindness protects them from too much psychological contact with their patients; blindness permits them to keep the relationship an impersonal one. There are exceptions, of course, particularly among the younger and more formally trained therapists, but the over-all impression of the group is one of psychological withdrawal. Communication through their hands, diagnosis by touch, is not only made necessary by their blindness, it is preferred by them as personalities.

However, for a few of the younger people covered by this section, quite the opposite is true. They appreciate the fact that the therapist exerts an influence on mind as well as body, may do more by encouraging the patient than by directly treating him. These seem to be sunny, warm, outgoing personalities, love children, and are able to show great patience with them. Indeed, patience, persistence in the face of apparent lack of progress, and unending encouragement and sympathy, appear to be absolute requirements for the best functioning in this area.

Chapter 17

MUSICIANS

1. *Job descriptions:*

Performers:

These five men earn their living chiefly by performing music as soloists or members of musical groups, or by directing their own musical groups. One is strictly a classical musician, three work entirely with popular music, and one does both.

The classical musician is a concert violinist and tours through United States, Europe, South America, and some Asian countries. During the past season he toured Europe, traveling without assistance, picking up a different piano accompanist in each country, and working out a program. He must arrive in each country a couple of days in advance of his first engagement, rehearse the programs, then go on tour. The actual plans for the tour are, of course, worked out ahead of time and preceding such a tour much of his time must be given to this planning and a daily routine of practicing. In addition, he teaches violin both privately and in a music school.

He states that the blind soloist working with an orchestra is at no disadvantage since both the conductor and, through him the orchestra, take their cues from the soloist. However, he emphasizes the necessity for the soloist to memorize the entire score, not only knowing note for note his own part, but knowing at least melodically the complete score of the orchestra. He must know when his cues are and come in without anyone motioning to him. This man feels a blind person could not be a member of an orchestra, since it would be impossible to memorize a complete symphony within a week. He feels that chamber music can be done, but nothing beyond that.

The man who performs both classical and popular music has his own band which plays both clubs and concerts and is well known for its records. This group also travels both in the United States and abroad. On the road, he has not only five members of his band but a road manager who takes care of the business aspects of the organization, and a band boy who loads and unloads the truck with instruments, etc. The organization also has a manager who remains in New York and acts as liaison for the group with the booking agency.

In addition to the direction of his own band, which involves program planning, rehearsals, public relations contacts, and professional

responsibility for the group, this man performs with symphony orchestras, often playing a concerto in the first part of the program and jazz in the second part.

Although he naturally uses assistance from his group, and particularly from the two managers, he feels this is largely the kind of assistance any successful band leader would have. About the only things peculiar to his blindness are having complex arrangements written out for him and perhaps somewhat more in the way of special planning, if not help, in traveling. He may use a sky cap or bell boy as an occasional guide. Also correspondence is read to him by his road manager, his valet, or his wife.

The other three men, doing entirely popular music, vary between leading their own small bands and performing with a variety of instruments. They play chiefly in cocktail lounges and night clubs and some private parties. One is also on the staff of local recording studios and sometimes accompanies artists who come to the city. Two obtain their contacts through a booking agency, paying 10% of the fees received for this service.

Except for part of the teaching done by the violinist for an organization for the blind, none of these men has, in the ordinary sense of the word, an employer, although they work under contracts with the various hotels and cocktail lounges where they appear. None regards himself as supervised except as the approval of the public does indeed provide a constant check upon their work. Four are part-time or full-time supervisors of groups of musicians and must carry or delegate administrative tasks related to these groups.

Director of a music school:

Like the persons just described, this man is a performer, doing some concert work. However, his major job is that of directing the music school of a large private agency. This is actually one major division of the agency and involves supervision of a staff of 15 to 20 persons. He is also in charge of arranging special events in the music school, concerts, workshops, and small recitals. He is responsible for coordinating the activities of his division with the other divisions of the organization, interviewing and auditioning new students and assigning them to teachers, dealing with problems presented by parents, and handling correspondence. About one-third of his time is also given to direct teaching of students within the music school.

Like any administrator, he uses the assistance of a sighted secretary who must do some reading for him, assists in setting up and checking programs, looks up telephone numbers.

His immediate supervisor is the Director of the Department of Direct Services with whom he meets weekly for discussion of matters of importance, such as plans for special events and the business of the

music school. In the professional aspects of his work he has little or no supervision and therefore has much freedom to show imagination and leadership.

Teachers:

The nineteen teachers differ chiefly in the fact that eleven are employed by schools and eight teach privately. However, two of those employed by schools also have some private pupils. Even those employed by schools usually do individual teaching rather than group teaching, and several state that they do not try to handle more than five pupils in a group. The only exception to this is one woman who teaches vocal music in public schools in grades one to eight; in this work she of course deals with the whole class.

Of those employed by schools, three are in the music department of a large private agency for the blind, four work in schools for the blind, two in public school braille classes, one in a state training school for mental defectives, and one in a regular elementary school.

In the methods used by various teachers, no great differences appear except differences based on the mental ability, age and musical proficiency of the pupils. Those who work with blind children must of course teach braille music. The blind teacher must solve the problem of knowing just what the student is doing. With sighted students, the teacher needs a way to teach the notes; they report using flannel boards, cork boards, magnetic boards. One teacher uses a magnetic staff with buttons instead of notes. The student must describe the staff and symbols to her. Since she knows what these look like, she has no trouble checking their understanding of what they are doing. She keeps a braille copy of the score for her own reference. It is inferred that all seeing students are taught with print music. In fact, one man does not use braille at all, but gets his score mostly from his wife's dictation. He memorizes a score in this way and plays his own accompaniment for his pupils.

For pupils who know nothing about music, one teacher uses a book that explains lines and spaces. The pupil then recites a piece of music, saying whether the notes are on a line or a space. He has a braille copy so that he can check the student's accuracy. Then the student is taught to name the notes. This demands a knowledge of both braille and print music.

One of the two teachers of blind children in public schools teaches by rote from a book which has half-notes and quarter-notes designated by pictures, reading the rhythm at the same time. Since some of the children are too young to read, she teaches the music by numbers instead of notes—C equalling 4, D equalling 5, etc., through the scale.

The teacher of sighted children in public school teaches the first grades from memory but tries to start sight reading of music by about third grade. These teachers vary greatly in the extent to which they keep records of students' progress.

The teacher's duties include looking up material for students, transcribing music which is read aloud by a wife or fellow worker, and arranging music. When a program is done outside the school or studio, the teacher must plan the arrangement of chairs and all the staging. One of the teachers is also a composer. One also does some recording work.

One of the teachers does some concert work and six at times play with small bands, act as accompanists, or do choir work. One also does some tuning. One has a rather complex arrangement with two studios and two secretaries and might be said to have a music school although he seems to be the only teacher. He is also publishing two books. One plays for Masonic lodges, states that he is well paid for this, that it is steady income, and strongly recommends it to blind musicians although it is, of course, necessary to be a member of the Masons to do this.

2. Employers:

Employers are chiefly schools or agencies for the blind. Three teachers are in the employ of public schools, one of a school for mental defectives. Two have part-time employment with churches. Nine who give private lessons on a full or part-time basis may be regarded as in private practice. The performers have contracts but are not, in the ordinary sense, employees.

3. Hours of work:

The work hours of the men in the Performers group vary somewhat. A concert at which a man was a soloist would be about two hours, but this would certainly be only occasional work during the year. However, the many regular hours of practice (stated as about six hours a day) must be regarded as part of the work schedule, as are the hours spent in arranging his tour schedules. The night club performers work in the late evening hours, 9 until closing, which could be any time from 2-4 a.m., with one mentioning that he works at the cocktail hour—5-7 in the evenings.

The teachers of private pupils work about seven hours a day on the average but they have extra work of their own—church groups, choral groups. The hours are often shortened during the summer months and are likely to be quite irregular then. Only one has regular 9-5 hours and he works two nights a week at choir rehearsals in addition to some piano tuning. The feeling is that they will make their hours flexible enough to permit taking as many pupils during the day as possible or else supplement

their teaching with other work. The most usual teaching schedule would probably be one that ran from 3:30-9:30 p.m., taking about nine pupils for a lesson of 45 minutes each.

The teachers in schools usually work the school day—8:30 to 3:15 approximately, with a few extra hours every week as study hours. One also has choir work at night until 10 and some weekends.

4. Assistance with their work:

The chief need for reading assistance is in learning new music and four state their wives read to them. Three have secretaries who may do some of this for them, along with other secretarial duties.

Two state they have volunteers to read for them. One of these, a teacher with some useful vision also uses the volunteer to grade papers and copy music for her. Sighted assistance is also needed for reading professional literature, mail, administration records, and tax forms. One man states that he used to keep two sets of records, one in braille, and one in print that his wife used, but this became too confusing, so he no longer uses the print copy. The jazz musician has a road manager, not really special assistance because of blindness, who handles administrative details. He also has a band boy who takes care of loading uniforms on the bus, running errands, etc. One teacher uses sighted help to maintain discipline in the choir. Another uses his wife or daughter to help him in his recording business—they look around the concert hall and decide where to place the microphone.

These musicians use sighted assistance chiefly to save time and to get new material. Although there is an extensive braille library of classical music, it is sometimes difficult to find a certain score. There is very little, if any, jazz music in braille libraries. Most seem to feel that their assistance is not really “special” since they can teach or perform without it, and use it much as a sighted person would.

5. Gadgets and special solutions to problems:

All the totally blind musicians use braille music, and seven of the partially sighted musicians state they do too. In addition to getting music from braille presses and braille libraries, they have transcribers copy new music or standard music that they need quickly.

Five teachers mention ways to teach how print music looks; as described by most of them, this involves metal shapes of notes which can be placed on a staff. This staff may be wires, or may be raised above a board with a surface into which the metal notes can be fastened by little pins on the back of each note. Two mention this same type of thing with the board covered with flannel and the notes cut out of flannel so that they will stick to the board.

One teacher uses a Liessens music writer, with which he can draw the shapes of the musical symbols. He learned the shapes of the symbols in

high school where they had the shapes made out of wire. Two teachers state that they use tape recorders to pick up new songs, and the jazz performer uses a record player and different interpretations of a concerto to learn his solo part. He also finds this helpful in learning the parts of other instruments so that he gets his cues correctly.

In working with beginners, one teacher uses stickers of different shapes (made for her by parents or Red Cross workers) to indicate rhythm. For her own benefit she has identified these with braille. She has also worked out a way to teach half, quarter and eighth notes by cutting up little circles into this number of parts.

6. Travel:

Ten say that their work requires travel only to the place of work; two others travel in their own city only occasionally. Ten frequently travel, chiefly in a large city. The others travel considerable distances, including two who go on international tours.

No clear pattern of travel attitudes is evident. Some teach in their own homes so that no travel is required. Others travel around the world.

One does comment that she tries to have students come to her; she dislikes having to travel long distances to teach but her objection seems to be chiefly to wasting so much time in travel, not concern about the travel procedure itself.

7. Professional groups:

Seven belong to the American Federation of Musicians or Musicians Union, two to the American Guild of Organists, five to local music groups. Two belong to teachers organizations, one to the American Association of Mental Deficiency. Two belong to business or civic groups, three to organizations for the blind. Five belong to no professional or civic organizations.

None are currently carrying any responsibility in any of these groups but two mention some committee activity in the past. In some cases travel, in other cases hours of work (evening teaching) seem to stand in the way, but even where this is not true, there is little evidence of interest in group activities.

8. Interest and counseling in their profession:

All but three state that they have been interested in music since they were children and that they decided they wanted to become teachers as early as 8 or 9 years of age. One claims that even before he was able to walk, he would crawl across the floor to the window and listen to the bands go by. A variety of influences are recalled—members of the family who were musically inclined, neighbors, teachers, all blending together to strengthen the early inclinations. Two specifically relate the decision

to teach to high school or college teachers but, again, it is obvious that they must have attained more than usual facility with music to have been so directed. One says, "I simply saw it was the only means of keeping myself from starving to death. I wasn't interested in the field."

Many felt that music was an inevitable career for them and state that they never had formal counseling; got their information about the field simply by being with musicians during their training. Six state that they did have counseling from high school teachers, two from college teachers or a dean. One was counseled by a rehabilitation counselor. Several comment that they were given more discouragement than counseling, and persisted in their goal because of the strength of their own desires.

9. Other work experience:

Most of the members of this group went into some aspect of music while still quite young, several giving concerts before they were in their teens. Most of them were in some form of musical work on a part time basis while in school and college. Only five list any other type of employment: four list summer or part-time work during college years as camp director, selling insurance, factory work and assistant house mother in a residential school. One woman spent years in an agency shop doing hand-work and comments that this not only did not benefit her professionally but caused emotional problems.

This particular woman, who is the only one to wait a long time for her chance to do something musical, got her start through a WPA project which granted money to pay music teachers.

Twelve were actively doing musical things before they completed their training, with one performing professionally at the age of 12. Twelve others got their start within a year of completion of training. One required three years, one four years, and one seven years to get a start.

Few indicate specific outside assistance in getting a chance in musical work. Having started on a part-time basis they seem to have made a name for themselves as teachers or performers and this gradually grew. Three definitely were offered opportunities to teach where they had previously been students, and one was recommended by the dean of his college. It is obvious that any means of attaining a reputation as a fine musician forms a good beginning in this field.

10. Time to attain proficiency:

The question of proficiency is difficult to answer. Among the performers it might be possible to say that proficiency is achieved with the first successful concert but this merely means that the individual starts toward the next higher level so that success is a matter of continually trying to climb to the top in an extremely competitive field. With performers of popular music, much of the rating depends upon current taste; proficiency is not attained and automatically kept thereafter; rather, the performer must

keep changing to meet the new tastes in music. If incapable of doing this, even the well-known are soon forgotten.

All the teachers agree that considerable experience is needed before one teaches well and one comments that here, too, it is a matter of continual change and flexibility to meet the challenge of new students. Several frankly say that they could not evaluate when they felt proficient—or whether they do at all! If the evaluation is to be based upon number of pupils, this too is a continuing and often discouraging fight.

11. Field work, licensing:

Although formal requirements for field work are not mentioned, the years of part-time musical activity while students has much of the same value as more formal field work experiences in many other professions.

Those who teach in public and state schools have teaching certificates and did practice teaching to achieve these. One did her practice teaching in the school for mental defectives where she now works. Three did their practice teaching in public schools but not always without problems. One states that her teaching certificate is a limited one; she may teach only in braille classes. One did practice teaching in a school for the blind.

12. Education:

Seventeen are college graduates. Six of these went on to master's degrees and one, educated in Europe, has a master's degree from a conservatory without having an academic college degree. Four others have some college but did not graduate. Three others have some conservatory training but never attended college. One never completed high school.

All but two majored in music or music education; one majored in English and one in History. Minors were Education, Languages, English, History and Social Studies, Psychology and in one case Physical Education.

Twenty had all or most of their pre-college education in schools for the blind. Three of these had started in public school before visual loss and two took their final year of high school in public school. All had lost their vision by the time they attended college or the conservatory. Those who attended public school while visually handicapped were in braille or sight saving classes.

At least nine feel that the basis for their present musical careers was laid during their years at residential schools. They warmly praise the musical training received, the attitude of interest encouraged by the schools and the opportunities to make appearances before groups. Other individuals expressed appreciation for residential school training in neatness and personal independence, for opportunities to work with younger children which gave background for teaching, and for the attitude of acceptance toward blindness itself.

The chief problem in college was that of getting enough and adequate readers, especially for music courses. Several mention the fact that they could not pay readers enough. Lack of braille music presented some problems. One commented that in a course on music composition, getting the staff written was a great problem. Four had difficulty with mobility but this of course had nothing to do with their music. One comments upon social difficulties in changing from the protected atmosphere of residential school but indicates that she was too well accepted in college where fellow students continued to protect her and do too much for her.

Braille and typing skills were rated as very important by all. Few curriculum modifications were reported: an art appreciation course, physical education for two, a chemistry lab course, and statistics in psychology.

The outstanding educational advice given by this group was that the blind student should attend a small college. This was mentioned by five and one actually transferred from one college to a smaller one.

13. Demands of the profession:

All emphasize the importance of good appearance, being neat, well groomed, and graceful in movement. Many emphasize the importance of personality, and this is a source of irritation to some who point out that the blind person has a right to moods, too. However, for both the performer and the teacher, moodiness is a luxury. A large percentage feel that their work requires more than usual energy, in part because of the late hours (performers), in part because teaching must often be supplemented by other work, in part because teaching requires so many hours of preparation.

14. General advice:

Only three of our interviewees are at all encouraging about a blind person's choosing music as a profession and these three feel that teaching does offer some opportunities. All emphasize the importance of being absolutely sure that you want music enough to work very hard, to accept many rebuffs, to show great patience. Even the most successful in our group advises against music, saying that even if you are at the top you will be on the road seven to nine months of the year which is not an enviable position, especially for a married person. The only way you can stay in town is to become a studio musician and this requires sight-reading of music and is therefore impossible for the blind musician. All the performers emphasize the insecurity of their work, the fact that a cocktail lounge can dismiss you on short notice even though you may be doing your work well.

They emphasize the importance of personality, of selling both yourself and music if you are a teacher. At least one feels that many of the difficulties arise from the attitudes of seeing people and wishes that means could be found to change these. Even the teachers describe this as a

nerve-wracking profession. They point out that many children take lessons because their parents wish it and really have no interest, do not practice or put forth much effort.

15. *Psychological portrait:*

It is obvious that our group includes people of vastly different levels of success, if not vastly different levels of ability. There are at least two people who are well known, well established in the musical world, and there are those who probably are not really making a living. Yet many of their problems and attitudes are surprisingly similar.

A very general characteristic is the quite early choice of music, if not as a career, at least as a major influence in their lives. Several claim definite interest, even some musical activity by the age of three. None seems ever to have given serious consideration to any other profession. Even the man who says he was not interested in music never did anything else and there is no evidence that he ever tried to do anything else. These are "one track" career stories.

All share a sense of distress and rejection for the way they have to learn music. Even though they argue that all good musicians memorize their music, they give evidence of resenting the fact that the blind musician *must* and *must always* memorize his music. It is one thing to do this by choice because you believe the memorized score is desirable for good performance, quite another never to be able to sight read.

Moreover, they share constant irritation with regard to braille music. It is unpleasantly complex, awkward, hard to use. One must proceed one hand at a time, a bar or a few bars at a time—a terribly tedious learning process which defies all the psychological principles of learning by wholes. Add to this the fact that the music available in braille seems to be limited even if you are concerned with classical music and almost non-existent if concerned with popular music. This means that the first step often is transcribing the music which means that it must be read aloud, note by note, put into braille, then memorized: only after all of this has been struggled through can the individual even begin to practice putting it together into a performance. Small wonder that so many interviewees state that patience is an essential characteristic for the blind musician!

It is surprising how many speak of this as a nerve-wracking, tension-producing profession. Perhaps this is understandable in the performers, where the competition is obvious, but almost the same words are used by teachers, too. Those in private practice seem to say this in part because they, too, are in competition for pupils and feel that blindness places them at some disadvantage. Also, the unpredictability with regard to income, of which the performers complain, applies to the teacher of private pupils, too. Indeed, not even the standard two weeks notice for termination of contract is required of the pupil! For those in schools, a source of tension

is discipline; several of them speak of having this matter well in hand but they keep it there by eternal vigilance, never relaxing a moment.

Several others sound as if they are never sure it is well in hand and one even speaks of discipline problems in connection with choir work. For any persons who might think that a blind person could not handle an English class but probably could handle a music class, it should be noted that more concern about discipline is expressed by the teachers in the music group than by the teachers in the regular school group.

Nearly all seem to share a certain sense of disillusionment. The young are likely to enter this, or any profession, with high hopes, a vision of glamour and glory. After a few years this vision becomes clouded by months on the road or by one night stands with hours from 9:00 p.m. to 4:00 a.m. And it can also become all too clouded by the daily or weekly repetition of the same beginner's finger exercises, the same mistakes in the same first book piano pieces! Several teachers comment that they change books every few years because there simply is a limit to how many times you can bear hearing the same material over and over.

The dream that was so bright at twenty is apt to be worn and tarnished at forty and merely a source of bitterness as sixty. But what can the blind musician do about it if the attractive surface wears thin? This is a real problem for training in music is poor preparation for most other careers. It offers far less flexibility than some other specialized training does. The best answer seems to lie in administration but only one of our interviewees achieved this, and in the nature of things it seems pretty clear that few administrative jobs would open from experience in teaching music. Perhaps this, too, is one of the problems with music as a profession—it has limited "future." About all you can hope for is to try to do better and better what you are already doing; but if it turns out that you really do not like what you are doing, a complete change becomes necessary, often even requiring new training.

Perhaps this is why almost every interviewee emphasized the importance of an individual's being absolutely sure he wants music as a career, wants it very much, wants it enough to endure long and irregular hours, many trials of patience, uncertainty of reward, and a great deal of hard, repetitious effort.

They also emphasize four other things: (1) Be sure you have talent; you must be much better than average to do more than cling to the edges of marginal income and security. (2) You must prepare yourself very thoroughly. You must know your music absolutely, whether it is a concerto to be performed on tour, or the music to be taught a child. A good memory is an absolute requirement. (3) Personality, and especially the overt, public evidence of personality, is very important. One says, "When you're on the stand people will be more concerned with whether you're smiling than whether you play." Another says, "Personality is very important, almost 90% of the whole thing." Still another says, "I think if you lose patience or show any signs of boredom, they reflect back to the student."

(4) To make a career of music, one should begin young. If the individual has not demonstrated talent by the end of high school, music is not his career.

Chapter 18

WORKERS WITH THE VERBAL ARTS

1. *Job descriptions:*

Radio announcers, performers and directors:

We are reporting in this group on one man who is no longer in the field. However, since he had twenty very successful years as a radio performer and was probably far better known at one time than any of the others, we felt it would be beneficial to include his experience. Because there have been some changes in procedure in radio stations since he dropped out of the field about twelve years ago, we will discuss his work first.

He broke into radio almost by chance after having had a dance band while in college and after graduating cum laude with fifty hours of straight A's in English. At the suggestion of a friend, he auditioned at National Broadcasting Company and got a small job playing and singing with an orchestra. From this he moved to a part on an early morning program where, after a couple of years, he started to write commercials and scripts in braille. Then he decided to try to get a program of his own and worked out a pattern of fifteen minutes of stories, poetry, music, interviewing of celebrities, and of course, commercials. With some variations he seems to have used this pattern for more than fifteen years. When he lost one sponsor he sold himself to another, making audition records to do this when necessary. In addition he did script writing for at least one other nationally known show.

He always wrote his scripts in braille, then typed five copies for the station. He claims that he can read 250 words per minute in braille and since it is necessary on radio only to speak at the rate of about 175 words per minute, he had ample leeway. It was also necessary for him to type very rapidly and it was, of course, necessary for him to have considerable ingenuity. In those days, all programs had producers and he and his producer simply worked out signals by touch which indicated his time cues.

Today the requirements are somewhat different in that records are used and many programs are completely taped ahead of time. All three of the men currently on radio both have their own shows and prepare a good bit of taped material. The latter includes such things as putting on tape backgrounds and sound effects for commercials, creating special one-minute spots, and one man, by using two recorders, even does

jingles in which he sings six parts himself. One is responsible for previewing all of the many records which are sent to his station by record companies and distributors. He eliminates the duplicates and admits that he sometimes eliminates a few that are not duplicates! They may write the script for commercials and, of course, write the continuity for their own shows although this latter is apparently pretty informal. One has a 25-minute program with a sighted friend, a sort of Bob and Ray comedy program.

One of the three is program director for his station and therefore spends much time in planning. He also is the supervisor of four announcers and a continuity writer, directs and checks their work, trains them, if necessary, and is generally responsible for the quality of material going out over his station.

Doing newscasts which include last minute bulletins presents a real problem for which no one seems to have worked out a really good solution.

They seem to have worked out most problems related to equipment. On time checks, one uses a braille clock. One of the station engineers built a clock with a soft-sounding buzzer which does not sound on the air. This buzzes once every half-minute and twice on the minute. This does not tell what minute it is, but helps not to run overtime in a one-minute commercial.

The technical set-up in some stations is such that the engineer can come in over what the announcer is hearing and talk to him from the control room; by doing this, the engineer can give the announcer the time checks. One man works in a town which has a time service; when his record is about to end and he wants to know the time, he simply calls the time service.

Handling the control panel presents no difficulties. For one, an engineer at the station built an audio level indicator which plugs into the earphone and has a click which must be interpreted. If it clicks too often and too much, or if it does not click enough, the volume must be corrected.

One uses many of his own records which he can, of course, label in braille. Another finds tactual differences in transcriptions help to identify them.

All stress the importance of efficiency with braille and also the very great importance of ad libbing well. Another points out the importance of simple arithmetic in time planning on the air. Writing and speaking well are major advantages.

The chief assistance they receive in their work is having someone do some rather limited reading, in some cases help with timing, and, of course, secretarial help where it may be necessary to answer letters.

None of these men has sufficient vision to be of any assistance. Two are blind from birth, the others from their early years. All are graduates of residential schools for the blind. Three are college graduates,

one had only one year of college. All entered the field as the result of years of what might be called a hobby interest in radio, usually with the encouragement of friends or neighbors rather than their schools or official counselors. All started in a small way, often while still in school and, as it were, gradually insinuated themselves into the profession rather than starting cold upon college graduation. At least two frankly state that they persisted in the beginning largely to prove that those who laughed at their ambitions were wrong.

All are encouraging about a blind person's going into radio work but point out that, despite all its glamour, it is really a very difficult field in which the individual must succeed strictly on his own merits.

Actress:

After years of interest in theatre and some off-Broadway experience, plus drama training in college, this woman developed a new outlet for her talents after becoming totally blind. She writes her own material, chiefly amusing skits, sends letters to women's clubs to develop engagements, gives her little show unaided as part of the entertainment at club meetings and similar affairs. She is aided chiefly by an organization for the blind which addresses her envelopes, hundreds of them each year. Her only props are a table and chair and some costumes which she carries with her. She describes the requirements for her work as talent, personality, energy, and persistence.

Writers:

These people are so highly individual that about the only thing they have in common is the fact that they do some form of creative writing. It is rather rare for an individual to do only one kind of writing and he may specialize in one type of writing at one point in his life, in another kind at another point. This change may reflect changes in himself and his own interests or merely changes in the market. Several have written completely commercial material as a means of self-support but greatly prefer a more creative type of writing.

The following gives some idea of the variety of writing done; numbers following items show the number of interviewees doing this type of writing.

Novels—3

Short stories—2

Non-fiction books—3

Non-fiction articles—3

Juvenile books—2

Scientific articles—1

Shows or plays—1

Poems—1

Books about blindness—2

Radio script writing—2

Advertising and commercials—2

No one in our group does his actual writing in braille. One dictates and all the others do their own rough typing. Both the dictated and the typed rough drafts are then read back to them by members of their family, friends, and, in two cases, secretaries. Several have the material read back onto tape so that they can work through the changes at their own pace. Occasionally a section will be written, taped, and re-written four or five times. All show some preference for having a commercial typist make final copy but several have typed their own final copy at times.

For most of this writing some research is necessary. This is obvious when the content is non-fictional but is also true to a large extent with fiction since the flavor of the background, especially historical background, must be fairly accurate. They get most of this research type of information by having relevant material read to them by wives and other family members, friends, or at times by secretaries. However, Talking Books can be useful in certain fields and they have made use of Recordings for the Blind to get special material. One describes using two tape recorders, one for research material and one for the rough draft.

Several maintain considerable files of resource material in either print or braille. They also need sighted help in handling correspondence and reading galley proofs where that is required.

Most members of our group emphasize that writing must be done in a business-like way with a daily schedule. They warn of the frustrations and delays, particularly in getting articles published. Learning where to sell your material or how to choose the publisher for a book is one of the important elements in success.

Writing is often an unsteady source of income. One of our group supplements his income from creative writing by commercial writing, one by chemical research done through two employees, one by professional story telling, and several by lecturing.

Three got their start as seeing persons although all have changed the type of writing they do in recent years since their visual loss. These changes do not seem to have been caused by the visual loss but, rather, by changing interests. However, the contacts they had made and the fact that their names were somewhat established undoubtedly has helped them in the newer field into which they moved.

Editors and reporters:

Two of these persons, both with some slight helpful vision but not enough to read, are working in settings having nothing to do with blindness. One young man is a general staff reporter for the daily

newspaper of a small city, a newspaper with a circulation of about 15,000 varying from 16 to 22 pages a day. His "beat" is the office where he handles incoming phone calls, chiefly concerned with obituaries, club, society and sports news. The sports news is usually turned over to another department but on the other three types of calls, he takes notes in braille, asking additional questions as necessary. Then he types the story. Sometimes he must obtain additional information from old files of the newspaper in which case the librarian or some other worker reads for him. The need for this help is not frequent.

Sometimes he has special assignments, such as writing a story on urban renewal or covering a club meeting in person. For such work he must ask questions of appropriate persons to get the information he needs and often must visit the place about which he is writing. This does not happen often and usually his mother or a friend drives him to the place. At times he must also have his mother read UPI wire service material. He has been in his job less than a year and is still in the process of solving some of the problems it raises. This young man got his start by working without pay.

A young woman with a background in law, insurance, and library work as a seeing person, has developed a "shopping guide." Two years ago she started this as a four-page leaflet. It now runs 16 to 20 pages. It is supported by advertisements from shops in the suburb of a large city and includes, in addition to the ads from these shops, an historical article, a fashion column, a newsy column about the advertisers and happenings in the area. All of these are written by our interviewee. The paper also includes a sports column written by a friend of hers who is especially qualified.

Information for her columns comes from her own background in the area, plus library books read to her by her mother. Fashion information comes from her advertisers.

Three are editors or assistant editors for well established braille magazine or Talking Book publishers.

With the aid of their wives, who act as readers, two men choose from ink print magazines the articles to be reproduced or condensed for their braille, Moon or New York Point journals. One wife does her reading on tapes, the other directly, using evenings and weekends for this. Both men do some writing about current topics of particular interest to their blind readers. At the moment, one is also doing embossing and either may, from time to time, temporarily perform almost any of the functions necessary to get the journals out. One man supervises the other workers in his organization as they handle the various machines necessary to the publication; the other does not directly supervise anyone. One also handles a program of reading on tape done by volunteers. Both do proofreading, answer some of the mail relating to their organizations, and may have responsibilities related to supplies.

One woman, whose title is Literary Editor, functions entirely in connection with a Talking Book program. She checks the test discs, which are pressed from master recordings, both for the quality of the master and for the quality of the original tape reading from which the master was made. She may either have the reader do his job over or have the master recut when she feels quality is not acceptable. She also auditions people who wish to read for the organization, assigns books to particular readers, and acts as a guide for the many visitors to her organization. She came to her present responsibility after 17 years as a braille proofreader in her organization and knew its work and standards well.

One woman edits a magazine published by her organization, conducts a speakers bureau and herself does a great deal of public relations speaking, and instructs seeing volunteers in braille transcribing. This woman also had many years of experience with her organization before taking on this editorial and public relations responsibility. Through her varied experiences she knew the work of the organization and the needs of its clients.

Braille and library specialists:

One woman supervises the braille transcribing unit at the Library of Congress. Through her department move all the books coming in for transcription, the manuscripts which have been transcribed, the proofreading, and the binding. For all of this movement of material, records must be kept in both braille and typed form which is done by five blind and seeing persons whom she supervises. She makes title pages and handles correspondence. The only sighted help she needs is in reading correspondence and similar print material and this help comes either from her secretary or her supervisor. Usually she types her own letters. This woman drifted from one activity to another for about five years before the library opportunity occurred.

Another young woman is librarian for the blind in a regional library. She processes requests for both braille and Talking Books. When a request comes in by either letter or phone she sees if the book is in, makes out the necessary slips and cards to forward it to the reader if it is in, makes out a reserve slip if the book is not in at the time. Much of the routine clerical work and the actual mailing of books is done by her clerk-assistant whom she trained and supervises. Often her readers do not request a particular book but depend upon her to choose one in which they would be interested. This means that she must come to know their tastes and actually acts as a book counselor. She also supervises volunteers who check the condition of books when they are returned.

This woman is not a college graduate. Following graduation from her local school for the blind, she was sent to Perkins for two years

of training which was originally planned to be commercial. However, while she was at Perkins an opening occurred in her local library and arrangements were made to train her at Perkins for this library work.

The last member of this group is a Bryn Mawr graduate who had worked in the business world for a while before her visual loss. When she became blind she learned braille and was so irritated by the material available for this training that she proceeded to write two books, one to help blind persons and one to help seeing transcriptionists learn braille. She is entirely responsible for the distribution of these books and must therefore process all the orders, actually packing the books, addressing the mailing labels and seeing that they reach the post office. She also trains volunteer braille transcriptionists, singly and in classes, and spends a good bit of time in braille proofreading for which she is paid.

2. *Employers:*

More than half of this group are working on a free lance basis, with all the freedom (and all the economic insecurity!) this means. Those who are rather new in radio and newspaper work are naturally pretty far down the line in their organizations, and while they have the opportunity to do some original work it is probably also fair to say that they are asked to take care of a lot of odds and ends that senior staff in their organizations do not want to bother with—such as checking incoming records at a radio station or writing up club news for a newspaper. But they are getting a chance to show their ability. The editors and library workers seem to be carrying much more responsibility and to have much more status but it is hard to evaluate the significance of the fact that they are all associated with service to blind people.

3. *Hours of work:*

Seven report a standard work day; four others add that they do some work at home on evening or weekend hours, the latter chiefly reading. Three work only about a six hour day in the formal sense but they and the remaining seven point out that in the kind of original work they do one cannot count the hours. When you get an idea you write it down, you are constantly on the lookout for new material, new contacts. The individual who is his own boss is likely to be a hard taskmaster, setting more nearly a 24 hour a day schedule than an 8 hour day.

4. *Assistance with their work:*

For all of these people, the chief assistance is some form of reading and in many cases this takes a great number of hours of someone's time. About half have the help of wives, husbands, mothers, half the assistance of secretaries or similar clerical assistants. At least two supplement this

with paid readers and three with other volunteers outside the family. Many speak of this help from readers as absolutely essential to their work. Three speak of the need to have someone check their typing—which is a form of reading, of course. Many have typing done for them but this usually appears to be the standard type of assistance a secretary or subordinate would give. Two need to be given time checks during radio programs. One needs the extra consideration of being given the commercials a day ahead of time instead of just before the show. Travel is essential to the job for only four; two regularly have members of their family drive for them, two seem to travel quite independently.

5. Gadgets and special solutions to problems:

Perhaps because they work chiefly with words, the major equipment of this group is braille, various forms of recorders, and typewriters. Eight specifically state that they use the braille writer, four specifically mention the slate and stylus; others report the use of braille notes or files without mentioning the means of brailleing. Braille labels on files and considerable braille files of resource material are mentioned.

In radio, where time is so important, the braille watch and braille timer take on special importance even though the watch, at least, might not usually be regarded as a special gadget. Only one writer finds standard braille books or Talking Books very useful as a resource; all the others seem to need more specialized material than they can usually find in the regular publications.

Several use disc dictating equipment and all the writers use tape recorders either as sources of data, as a means of rewriting, or for direct dictation.

One values the Telerest because he can telephone and still have both hands free for brailleing; he has also discovered that cleats on his shoes improve sound for travel.

6. Travel:

Only three frequently travel far beyond their own local area, four others occasionally do. Of these, three use the guide dog, three the cane and one neither. Four others frequently travel in their own large city area; three of these use guide dogs while the last rarely travels alone but this is because of very serious secondary physical problems, not her blindness. The others are required only to travel to and from their places of work and several report regular arrangements with drivers for this. Two work in their own homes.

Those who make public appearances seem to feel that independence is quite important to them, point out that the public must not start out by feeling sorry for you.

7. Professional groups:

Six say that they are members of no group, either that they have no time for such activity or no interest. Six mention professional groups related to their particular interests: writing, science, music. Only two of these have taken any special responsibilities in their organizations. Three mention civic groups and all three have carried responsibilities in them. The others mention organizations for the blind only and only one seems to have been really active.

8. Interest and counseling in their professions:

Five entered their fields as seeing persons or with much more vision than they now have but three of these have changed to their present jobs or specific occupations since their visual loss reached its present serious level. Many factors influence the choice but it is significant that only two feel they started in their present direction through the counseling of a school or agency. Their own hobby interests in writing or radio or drama, their preference for English in school, their earlier work as seeing people, or the encouragement of a friend or neighbor played the greatest part.

Although the idea of the job originated elsewhere, six indicate that they received helpful counseling from agencies for the blind, two from schools for the blind. However, some feel that their experiences with counselors were more discouraging than helpful. Many got information chiefly from hobby contacts and from other persons already in the field and a few got started with very little information at all.

9. Other work experience:

Either as seeing persons or, at least, before their present serious visual loss, two were writers, one an actress, one a secretary, one had done sales work, insurance investigating, and library work, and one laboratory work.

The group includes the following types of experience in work done without vision:

Piano tuning—3

Musician—3

Teacher—3

Ediphone typist—2

Ran circulating library of print

books for seeing people—1

Had own publishing business—1

Did proofreading—1

Editor—1

Volunteer work where now employed—1

The two aspects of this experience which they seem to have valued most were any form of working with words, anything which enabled them to express themselves better, and anything which gave them experience with

people. Two also state that hobby experience in drama and public speaking were very valuable.

Because several drifted into their work on part-time and hobby background it is not easy to say when they entered their fields or got their start. Four were actually employed or had tangible success in their activity before leaving college. Nine others had achieved this within a year of graduation. Two state that it was two years, one that it was five years before he got his start. In other cases, the question does not seem to apply either because the individual was established in the field as a seeing person or because they were specifically invited into their present jobs after success in some other work which is only partially relevant.

Six say that they received help in making their professional start through agencies and, in one case, a school for the blind. One credits rehabilitation with paying his way through college but says they were then helpless with regard to professional placement. This man finally got his start through free lance commercial writing and he is now using this to finance himself until he makes enough to live by creative writing.

Most of the writers got started by simply writing and sending the material to magazine after magazine until it was published. One sold her first novel while still in college. All the radio people started to do some shows, usually on a volunteer or unpaid basis, while in college. The reporter also worked without salary for about five months before he was placed on the payroll. The young woman with the "shopping guide" seems to have developed this idea herself and got started by going to the merchants and getting enough support to put out her first paper. For one, the start seems to have been simply a response to frustration.

10. Time to attain proficiency:

Most of the group found it difficult to evaluate proficiency and at least six are so new in their work that the term "proficiency" scarcely applies. They are still feeling their way into professional work. One of the writers was quite clearly well established before becoming blind. Periods from one to two years are named by most of the group as necessary to feel comfortable and fairly secure, but one, after nine years, modestly says he does not feel proficient yet.

No suggestions were made as to shortening the time of adjustment to the job except to get as good and as relevant an education as possible.

11. Field work, licensing:

No field work or formal internships are involved for any of these people. Even in radio, a license is required only if the announcer is in a small station where he must read the transmitter meter which the blind person cannot do, anyway. Several felt that they had probationary periods but only in the sense that any new employee might.

12. *Education:*

Six completed high school as seeing persons, five of these completed college and two of the five completed some training in law before visual loss.

Thirteen completed college as blind persons. One of these went on to a Ph.D., one took a degree in library science, and four took some additional graduate work but received no graduate degree. Three had one or two years of college but never graduated. Two have Bachelor of Science degrees, the rest Bachelor of Arts.

Seven majored in English, three in History, two in Communications. Other majors were physics and chemistry, law, journalism, political science and business administration, French and drama. The favorite minors were languages and social studies. One had post-graduate training in rehabilitation.

Six mention that, for their present work, their early excellent training in English was important, including wide reading and good grounding in grammar. Other individuals feel that they were especially helped by courses in drama, languages and typing. One is happy that her particular program gave her the opportunity to meet sighted people while in high school and one comments that every experience is grist to the mill of the writer.

College problems and solutions:

Five report changes in college curriculum due to their blindness: substitution of mathematics or lecture courses for science lab courses, describing rather than drawing leaves and cells in botany, omission of physical education, and omission of courses in typography and editing copy.

Problems associated with readers, chiefly getting enough readers or fitting time to the student's schedule, caused the greatest amount of difficulty in college. Three comment upon social problems, usually growing out of shyness and feelings of inadequacy caused by narrow experience in residential schools. Travel and orientation are mentioned as problems by two. One had to keep reminding professors to say what they had put on the board. One was most troubled in college, not by current problems, but by concern about his future.

All those who had visual handicaps while in college used readers. Three used tape recorders, three used braille writers, and one had a fellow student make carbon copies of his notes. Most took some examinations orally, typed some. Questions were likely to be dictated by the professor, taken down in braille.

Educational advice:

Several comment that it is important to handle braille well before you attempt college. Several feel that it is valuable to get as much

training in languages as possible. Others recommend emphasis on English literature while those in library work recommend specific library training in college. One feels that a small college works out best for a blind student but most of the interviewees went to large colleges and experienced no difficulty there. Several do feel that living in the dormitory is important to social development, and one suggests that it is valuable to attend a college in a town where you have relatives since they will read for you (could this be wishful thinking on his part, since he himself did not do this!).

13. Demands of the profession:

Those in radio emphasize the importance of being able both to read and to write braille rapidly and fluently. Both they and several others who do public speaking feel it is important to be able to talk extemporaneously. Good personality, the ability to sell oneself to people, the ability to get along with people, and a good appearance are emphasized by several. Those in editorial work feel that their jobs demand more than usual energy, perhaps because they must do so much reading outside the usual work hours. Several comment that unusual concentration is also required. Both radio and newspaper work impose deadlines so it is necessary to be able to withstand nervous tension. The writers comment that it is necessary to have the sensitivity of the artist, but that their work is not physically demanding. However, talent is a must.

14. General advice:

This group is remarkable for giving very little general advice. Perhaps some are so new in their fields that they do not perceive themselves as advisors. Others definitely do not see themselves as relating to blind people. Indeed, when the responses of those who did give advice are analyzed they all come to one real point—relate to seeing, not blind, people. In writing and in radio, most of the audience sees—you must learn to think as they do.

15. Psychological portrait:

These are all highly verbal people who enjoy books and literary things. Even if they currently do little work directly with books (the radio people), they draw upon literary material and they have developed their verbal skills at least in part from a great deal of reading. Indeed, the radio people, most of all, emphasize the importance of braille reading and tend to claim unusual skill in this. The notion of some blind youngsters that radio is a haven for those who can communicate only orally is strongly denied by those in radio; they say their work requires excellent and rapid braille reading, excellent and rapid typing, and even excellence in simple arithmetic calculations related to time.

With the exception of four who report no public speaking, these are also people who enjoy audiences, certainly are not disturbed by them. For those in radio and public speaking this is obvious. One might suppose that a writer functions entirely by sitting in his lonely study and composing, but it turns out that most writers must also be salesmen in the sense that groups wish to meet the author and one of the best ways to increase your royalties is to make appearances at clubs, schools, etc. Two of the editors do much of the public relations speaking for their organizations and another acts as the guide to many visitors to her place of employment.

Versatility is another characteristic of most of these people. Nearly all have done—and apparently done pretty well—a number of kinds of writing, speaking, or teaching; or they have been successful in a field which seems to require a completely different talent, such as music. Apparently they like variety. Sometimes for greater economic reward, sometimes for what might be called spiritual reward, and sometimes just to do something different, they change their medium fairly frequently and may do creative work in two or more at one time.

The group includes a couple who might be called dilettantes and certainly do not wholly support themselves by their arts, but most seem to be hard working individuals who put in at least as much time as free lance workers as any employer would expect of them. This is serious business for them and they are able to discipline themselves to steady production with high standards. They speak of their public as their supervisors or standard setters, and in the economic sense this is true for the public must buy if the worker is to receive an income. But actually they are their own supervisors, responsible for holding themselves to high standards, which means that they are people who can produce without needing someone else to structure their day for them—something not everyone can do.

Chapter 19

BUSINESS

In order to make the considerable number of records manageable, we have classified the persons covered by this section in the following groups:

Persons primarily in selling

Insurance

Securities

Other sales

Persons owning or at least half-owning (partnerships) their own businesses and actively running these businesses.

Persons in staff or executive (not sales) positions in business organizations over which they do not have major control.

Administrators in government, agencies, or institutions.

Some of these classifications are rather arbitrary, especially where a man owns his own business, yet there is much question whether he should be classified in the sales group because he spends a great deal of his time in selling and similar public contacts. We have discussed in the business ownership group those who manufacture items or carry stock, in the sales group those who do not.

1. *Job descriptions:*

Insurance agents and brokers:

For all of these men the fundamental activity is selling, selling any number of kinds of insurance. Most of them sell both general insurance and life insurance. However, several sell no life insurance while two specialize in life insurance. One is a special agent for one company but most of them place insurance with a number of companies, choosing whichever company best fits a customer's needs. All these men are essentially in business for themselves although in some cases they direct or are part of fairly complex agencies.

"After a year of training I decided to go into business for myself and operated this way: I would pick a different line of insurance every three or four months. For example, I would obtain a mailing list of car owners in my neighborhood—250 mailings a month to the people whose cars were registered in my area. There would be return reply cards. You'd always get a percentage back but then the most successful way I have found was to follow up the advertising piece with a telephone call. So the next step was doing that. I would call up, usually in the evenings or on Saturdays and give them a selling job on the telephone about my company and my

services and my rates. And then from that try to pick up their expiration date."

Some have developed considerable specialization. For instance, one man does about half his business in insurance for laundromats. Another designs and sells pension plans to corporations, while still another has developed a mortgage loan business along with his insurance.

A large part of their time is spent in making customer contacts either by telephone or in person. In selling many kinds of insurance in most states it is necessary to obtain the customer's signature so there must be at least one trip to the customer's home or office. However, one man does most of his selling by telephone.

One of the nice aspects of the insurance business is that the individual can start with very little capital but each sale is likely to lead to another and gradually return business provides a comfortable basis upon which the continued sales efforts build. However, the really successful insurance man never stops trying to sell new people, never forgets to keep in touch with present customers.

In the course of selling, much information must be given; in particular, the quoting of rates is important. Here secretaries often play a part. Secretaries also customarily read the mail, take dictation at least on special letters (often answering routine letters themselves), and type forms. One uses a rate book in braille, but another has found this cumbersome. This information can be obtained from some other sources, too.

"Of course, I have occasion to call the underwriters quite often, perhaps once a day. And if there is anything new or I have questions on my mind I find out from them. If they don't know, they'll do a little research on it and let me know. And of course, the adjusters too, I have occasion to talk to them quite often—any points on the coverage and how it should be handled—if I don't know or I'm not too sure I can ask them. So a good part of it, you might say, is just a matter of asking the fellow who knows and, I, of course, pass it along to a policyholder."

In some types of insurance it is necessary to evaluate the risk.

"We'll talk about a house, an apartment house or maybe a three-decker or a house like this. Of course, it's the condition you watch—if they're all broken up. Sometimes when I'm going through a door or ringing a doorbell, I'll feel along the side to see if the paint is all peeling and everything and if it's peeling there, it's generally peeling all over. Even how it smells—whether it smells clean or not. The stairs, of course, the piazzas, if there are any, if the roof is broken or the steps are—well, that's something to be concerned about: In other words, if the property is perhaps neglected somewhat. As I mentioned before, from the point of view of insurance underwriters, the location also—if it's in a very poor part of town it becomes a less desirable risk."

The typical day is rather complex with relationships to customers, employees, and the insurance companies. Sometimes a good bit of time must be spent in collecting. Time must also be given to planning the work of secretaries or other employees.

Since all these men are essentially in business for themselves they have little or no direct supervision although standards are very definitely set, largely by legal controls within each state.

Although there is no formal field work or internship, all insurance salesmen and brokers must have state licenses, usually obtained by taking examinations. This means that, chiefly through formal courses, they have studied the basic professional material of the insurance field. Few indicate problems in connection with taking their examinations and one specifically states that he took it orally.

When asked how long a time was required to become successful, their responses varied very greatly and careful consideration of these responses indicates that they defined "successful" differently. The answers may therefore be less valuable than in fields where the measures are less personal. The shortest time given was ten months, the longest ten years.

Security salesmen and stock brokers:

Two of these men sell only mutual funds, two sell stocks, bonds, and sometimes mutual funds, and one is the senior partner in a brokerage firm.

In all cases making contacts with customers or clients is important but this looms especially large in the cases of the mutual fund salesmen, or the beginner in selling stocks and bonds.

Another basic activity is keeping well informed and this is perhaps of greater importance to those who are not selling mutual funds—indeed, one mutual fund salesman points out the simplicity of the material in his work, feels it is easier to deal with than that with which the life insurance salesman must work. They of course use standard sources of financial information.

The salesman recommends stock, bond, or mutual fund programs to fit the interests and needs of the particular customer. In doing this he must use at least some pamphlets and display material and must work out ways to identify them for himself. Finally a sale is made which is processed through his superiors, or the office of the organization employing him.

All these men are responsible for certain records concerning their prospects and customers, for which they use braille.

The man who heads his own agency of course has the responsibilities of an executive. This man also has problems of supervision which he manages through regular reports from his subordinates.

The others are supervised more or less directly but all must give reports of their activity. Most of them work at night a good bit, and speak of putting in 60 to 70 hours a week. While this time may be somewhat increased by problems relating to their blindness, this is often typical of salesmen in these fields, regardless of vision.

At least in the states from which these people came, a state license was required to sell securities. Although internship in the formal sense is not required, the most experienced member of our group points out the value of years in this work. There is general agreement that it takes time to get a real start in this business, probably about five years.

Other sales:

Two of these men sell time for radio stations, largely by personally contacting potential customers. One also works a great deal with the representative of a national agency which sells much of the time for his station but also for many other stations.

Another is a grain broker and should perhaps be presented in the section on owners and managers of businesses rather than in the sales section but since he does not manufacture anything or carry any stock in the usual sense of the word, we have included him here. Much of his time is spent in actual trading on the Exchange floor.

"Some people will send orders in by mail and others phone them in and some come in by telegram and others come in over private wires which commission houses have located around the country where they have offices. And you will get these orders before the grain market opens at 9:30. They might be in any one of several commodities—orders could be in corn, wheat, rye, soybeans and oats. Some you will watch yourself, depending where you happen to be yourself that day. You might be in any one of these grains and those orders you will watch yourself; the others you will give to brokers around the Exchange floor who are trading in the various commodities and they in turn will fill those orders for a stated brokerage fee which is set up. They then will give the report of the transaction having been completed to you and it is up to you then to notify your customer."

Another sells housewares. The last is in the real estate business and although in the past he headed a fairly large office, now at the age of 60, he works only with the aid of his wife, a secretary, and a driver.

The last three are essentially in business for themselves. Those in the radio field are loosely supervised by the owners or managers of their stations but seem to have much freedom. The grain and real estate brokers must have licenses, the others do not require them.

It is difficult to determine from the histories of these men how long would be required to become successful in their fields under ordinary circumstances. Two came into their work through family businesses,

one through friendship with the man who is now his boss. One had been quite successful in his present business before his visual loss and the last had been successfully employed in a very similar business. However, it does not appear that any of these would be impossible fields for a blind person to enter without such special aids. The grain brokerage would undoubtedly require a good bit of highly specialized knowledge but it appears closely related to selling of stocks and bonds and not too much more difficult. Real estate selling looks quite promising for a person with partial vision, might be hard to break into for a totally blind person unless he knew the area and buildings unusually well. Selling of radio time appears a very promising field. As one of our interviewees pointed out, he is selling sound, what people hear rather than see, so lack of vision is little handicap.

Owners and managers of small business organizations:

All these individuals own and manage their own business enterprises which vary in size from one involving three workers to several with 75 to 80 employees. Naturally, many responsibilities in these organizations are carried by other employees but this would be true for a seeing owner and manager, too. Our discussion will try to give a picture of the nature of the business and how the blind owners function in them, with discussion of sighted assistance only where this seems to differ from what a seeing person would have in the same position.

Four are basically designers and manufacturers. One man started through selling office equipment, discovered needs and began to manufacture products to fill these needs, making the rough designs for these products himself. In designing, he works with tool and die contractors. He has to have mail and orders read to him and of course uses clerical help in maintaining his records but he keeps a close check on them. He seems to maintain rather constant supervision in all areas of his business.

The enterprise of another man has four divisions involved in the sales, manufacture and installation of sound equipment on a professional or commercial basis.

Another, in this case a woman, is an industrial designer and heads an organization which not only does art work for industry, designs such things as labels and packages, but also does some of the printing of these things. She has selected and trained her employees since her visual loss.

The fourth has a business history so clearly reflecting ingenuity and adaptability that it seems valuable to discuss not only his present enterprise but those which preceded it. He started a mail order business to appeal to men returning from service in the Pacific area at the end of World War II. When this died because all the men were back,

he invested his profits in an apartment house and managed this. He was soon bored by this, got into an aluminum stamping business which grew from one product to eight with national distribution in three years. With the Korean war, aluminum was curtailed so he moved into a woodworking business.

Five run sales organizations of various types. One owns and manages what is described as a very spacious electrical appliance store. Another sells stationery supplies. In the beginning he went out selling but as the business grew and he himself became older his work has become more purchasing and supervision, talking to customers on the phone rather than visiting them. Before his visual loss this man had been first a salesman, and later a sales manager for a fairly large national office supply organization. When he lost his vision, he went into business for himself, hiring a guide, other salesmen, secretaries, and shipping clerks as needed. His sighted brother worked with him, carrying responsibility for accounting and some supervision.

Another man is a distributor for sanitary and maintenance supplies. When his customers complain he must try to find out what the problem is and, if possible, solve it.

Two own and operate coin vending machine routes and one of these seems to have had a very complex business. To run this he had a special filing system in braille.

One man is the senior member of an accounting firm. Since much of his work involves printed material, he has developed an effective way to get his reading done. On the basis of the table of contents, he chooses material to be recorded on tape and which he can play back while traveling to and from his home.

None of these men are supervised, all do a great deal of planning and supervision of others.

The accountant was well established in his business before his visual loss and seems to have worked out a very smooth transition to functioning without vision. In two cases, the present business grew rather naturally out of earlier work done when the individual could see. One built his business from a part-time job which he took to make money while in college. One developed his business out of selling for the Lighthouse. Two were aided by schools for the blind in getting a start and probably also worked with agencies although they do not stress this. Indeed, they seem to have gotten the idea for their enterprises from other blind people in similar work.

It is not easy to evaluate the length of time needed to become successful in these businesses. It is obvious from the descriptions many give that the early years represent much hard work and struggle, working long hours and giving a great deal of energy to the business—often not only their energy but that of a wife or other family member. It is also obvious that there is a great deal to learn before success comes in any of these enterprises.

Persons in staff or executive positions:

Three of these men came into their fields of work as seeing people.

The youngest is in a family business and his responsibilities seem to include almost anything in management except that, since his rather recent visual loss, he has not traveled. He expects to go back to doing this again soon. It is fairly obvious that he is still in the process of making his adjustment to blindness. He has not yet worked out very effective means of identifying some of the articles manufactured by his company, especially where color rather than texture is important. He still does some selling in their showroom but only in conjunction with other salesmen who can hand him the color articles he wants to show. Much of his responsibility seems to lie in the planning and production aspects of the business, contacts with suppliers and making sure that orders are processed on time.

Another has been a steel salesman and at one time, as a seeing person, had been in the purchasing department of his company during an expansion program. When his visual loss occurred, the company tried to find a place for him, which proves to be a special area of purchasing.

The third had come to his organization as a summer employee while still in college, had been invited to return upon graduation, and has been with them ever since. He is now a vice-president in an actuarial consulting firm, active chiefly in coordinating and training areas.

The other three in this section have come into their present positions since losing vision although one of these had worked for his company for fourteen years before visual loss. He is now a training assistant in the department of employee and public relations and has developed an orientation program which was originally intended for new employees, telling them about the company for which they were about to work. However, the company felt that the program should also be offered to present employees so his duties have been extended to include this.

Another man shows the value of rehabilitation jobs for he became known to his present employer through contacts made as a placement counselor. Now he is director of industrial relations. With the aid of his secretary, he handles all mail related to industrial relations, having taught her to scan the letters which concern familiar material. He discusses labor problems with foremen and acts as their advisor, often going out into the shop and talking with union members about how things are going, especially about problems they have raised. He is part of many meetings concerning wages, salaries, job evaluations, etc. He is responsible for employee recreation programs although the employees pretty much run these. At times, he acts as counselor to employees with personal problems. He writes the company magazine and assists in drafting other industrial relations materials.

The sixth man, blind from birth, started with his present employer as a dictaphone typist. Although he had a master's degree from Harvard, he had, for three years, been unable to get any regular employment although he had done a little writing. The dictaphone work led easily into his present position as Salary Manager. He has found certain advantages in having material read to him, for when it is read by the person who wrote it, that person becomes his own critic.

All of these men have some supervision but it would appear that all work with a good bit of freedom and at a high level of responsibility. Several report directly to the presidents of their companies, others to department managers. All do a good bit of supervision, both directly and indirectly and each has worked out ways of doing this.

Administrators:

Although these men are in very different settings and the amount of responsibility they carry varies greatly, they have in common the fact that they carry out—often with much of their own interpretation—administrative policy set up by boards of directors or by government regulations.

Four work under boards of directors. One is a YMCA secretary whose portfolio concerns the adult program and the direction of membership services. For his annual membership drive he directs and organizes recruiting through about 250 volunteers, selecting chairmen and sub-chairmen and arranging publicity. In addition, there is continual membership promotion largely through publicity so that, throughout the year, he handles the distribution of information to newspapers and radio stations. He also maintains promotion through letters to individuals and organizations and through personal contacts with businesses from which members might come. He also directs a marriage clinic run through the YMCA as part of their adult program; in this connection he maintains contact with people who function on his Marriage Council, assigns cases to counselors, does intake interviewing, and also does some marriage counseling himself. He is responsible for all adult program activities of a non-physical nature, such as citizenship classes, dancing classes, a men's club and individual programs on topics of community interest. A fair amount of his time is spent in various meetings with YMCA staff and other organizations.

Rather similar is the work of the manager of the trade department of a large Chamber of Commerce. Here again the individual must work with many volunteers and with community organizations. He acts as executive secretary for at least five committees of volunteers with from 65 to 125 members and chiefly made up of businessmen. With the aid of his secretary he maintains all the records for these groups, sets up the agenda for meetings, consults with their chairmen, and develops the report for each committee to go to the Chamber board

of directors. He implements action taken in the name of the committees, such as writing letters, obtaining publicity, contacting other organizations. Again much time is spent in meetings and often he is technically secretary of these meetings. In practice he has his secretary take shorthand notes and later he and the secretary go through these rough notes and he dictates the formal minutes. In addition, he acts as advisor to members of his committees, provides assistance to them in appropriate areas, and answers a multitude of letters and questions asked in person about business and industry in the area. The Chamber of Commerce is a clearing house for information, especially for visiting businessmen and in organizing such information he uses a staff of four persons who maintain statistical information for the Chamber. These people were formerly under his direction but with an increase in the work of the Chamber they have been given a supervisor of their own but are still much used by him as sources of specific data. With the aid of these people he does much research and writing on business problems, prepares exhibits and statements to be presented before government bodies, and prepares many speeches which are given by members of committees.

Another of these men, a director for Goodwill Industries, has in his charge a large building and supervision of the typical activities of this organization. Again much of his work concerns community contacts, fund raising and organizing volunteers.

Finally, we have the administrator of a large hospital which means coordinating all activities necessary to the care of sick people, not passing judgment on the professional activities of the medical people, but maintaining a place and a service staff such that the medical personnel can work to the greatest advantage. He also meets with state officials regarding government controls of hospitals, regarding money sought for expansion of building and services, and the many legal problems related to running a hospital. His duties also include some public relations and contacts with the controlling board of directors. He is of course responsible for the hospital plant itself which requires tours of the building, discussions with the maintenance superintendent, decisions about remodeling, etc. A great deal of mail crosses his desk and with the aid of his secretary he delegates replies to much of this, but many letters must still be dictated by him.

The other four men are in divisions of government. One is a personnel officer for Veterans Administration, associated with a domiciliary where about 900 veterans live. He discusses problems with them, meets with a court they have set up to control themselves, has all the normal personnel responsibilities with regard to the staff such as job classification, and wage and salary administration. He is able to read with telescopic lenses, regularly makes inspections to be sure employees are doing satisfactory work.

The other three administer regulations rather than operating plants, one in soil conservation, one in an anti-discrimination commission, and one in a Department of Occupations and Professions.

The top administrators report directly to their boards of directors, while those at lower levels are checked by the directors of their agencies or departments. However, in most cases the pressure of checking upon the quality of their work comes from those who are served. It is obvious from their job descriptions that they themselves check upon many people and often upon that most difficult of all groups to control—the volunteers.

One of these men started in his present job as a seeing person, resigned when he suddenly lost his vision but was urged by his board to remain and has successfully made the necessary adjustments. Another had been trained and employed in his field of work before visual loss but came to his present job after being war-blinded. All the others came to their jobs as visually handicapped persons although two still do some reading with visual aids.

The man in hospital administration had, as a youth, hoped to become a physician and when the extent of his visual difficulty prevented this, went into journalism. A physician friend suggested hospital administration and he took the necessary formal training, had an internship of one year before becoming an assistant. It required about six years for him to reach the directorship he now holds. The YMCA secretary states that a two year apprenticeship as a junior secretary is standard. Only those two report internships as necessary in any formal sense although the man with Goodwill Industries also functioned first as an assistant and those with Veterans Administration and Civil Service had the standard six months trial periods.

In the remaining areas upon which we report these forty-seven men in business and administrative positions are sufficiently similar that we shall try to present the facts for all under the usual headings.

2. *Employers:*

(Discussed in full under Job Descriptions.)

3. *Hours of work:*

Only 16 speak of themselves as working a standard business day. Several add to this that they come in about an hour early in order to plan their day before other employees arrive. Most of those in any form of selling or with any public relations responsibility work many nights, either contacting customers or attending some of the many meetings which form part of their jobs. Several are literally on 24 hour call since they are responsible for plants or services which operate around the clock. Many have great freedom with regard to hours, however, plan to work at the time of day best fitting their duties, and one has been able to work out shorter hours because of ill health.

4. Assistance with their work:

Most of the group are in jobs where secretaries and, in most cases, considerable staffs would be characteristic, regardless of the individual's vision. They accomplish their goals through other people because that is the nature of management. They use secretaries to read and process their mail and the busier ones often leave routine handling of mail to that secretary with little supervision, just as any busy person must do. The fact that they cannot do their own reading may take more time but some individual is, in the very nature of the job, available most of the time, and they are far less apologetic about use of these assistants to do necessary reading than are members of some of our other groups. Only seven use wives or mothers to read mail to them while four others have other business information read at home. Secretaries look up data and keep inventory records, and clerical staff write letters, perform bookkeeping and billing operations, but little of this seems to be because the person is blind.

Only one uses a secretary as a guide but ten others, at least on longer trips, travel with other subordinates. Four sometimes use their wives as guides. Two who make frequent community contacts tend to do this in the company of other members of their agency staff, although not necessarily subordinates. Two quite definitely have their wives as drivers when trips cannot readily be made on foot or with public transportation.

One depends upon subordinates to identify certain items he is selling, particularly with regard to color and another often asks a subordinate to identify persons in meetings.

5. Gadgets and special solutions to problems:

Braille:

Most of our group use braille at least for some notations and many of them use it extensively. Whether they use the braille writer, or slate and stylus, or both, depends largely upon whether portability is important to them. The Taylor slate is mentioned for calculation. Several have special telephone headpieces so that both hands can be free for braille.

The ways in which braille is used must of course vary with the jobs done. Some are more comfortable composing in braille, especially such things as catalogues, even though they then dictate the material in final form. Some use braille notations merely to identify charts and other materials which are in ink print. However, many have considerable files in braille.

Record keeping:

Three with some vision use the heavy grease pencil for notes and one of these finds it convenient to print on a teletype roll. The hospital administrator devised special record forms to make routine in-

formation readily available. Other familiar items mentioned are the signature guide, the special drawing board, notched ruler, circular slide rule, and the Magnascope. One uses a time clock to date and stamp time on documents of importance. One speaks of an electric magnifying glass made by Keeler, Inc., London.

Special gadgets:

One man in the insurance field keeps in his drawer several small cars which clients can use to represent the positions of cars in an accident under discussion.

Recorders:

Many use recordings, either tape or disc. The larger number mention tape recorders but some state definite preference for the discs because they are readily filed. Five mention telephone attachments by which recordings can be made.

6. Travel:

Five regard their work as requiring travel only to and from the place of business and one of these, the young man whose visual loss is quite recent, expects soon to be traveling all across the country again. Three others travel only occasionally within their own cities. Twenty-eight travel very frequently about their own cities, both large and small while eleven more do not only that, but often travel far beyond that. In general the responses indicate mobility with ease and independence.

7. Professional groups:

These are also very active people who participate in many groups. Only one said that he belonged to no trade, professional or civic group and most of them belong to many. Eleven specifically mentioned groups for blind persons but most of the groups are the typical business and trade groups to which most successful businessmen belong. Thirty indicated that they hold or have held leadership positions in such groups.

8. Interest and counseling in their professions:

Nine of these people entered their fields of work as seeing persons and five entered their present jobs or became part of their present organizations as seeing persons. One more came into his job with defective vision but not functioning as a blind person. This of course means 37, or approximately 79%, chose their present fields of work as blind persons. Only seven specifically state that they were counseled toward this choice by an agency for the blind, two others by the Veterans Administration, while the remainder were influenced by family and friends about equally.

Five state that the only influence was their own liking for this type of work. In addition to the seven mentioned above who made their choice as a result of guidance from agencies for the blind, another seven say that they received helpful counseling from this source although they seem to feel that their choices had been made first, then they sought aid and counseling. Since these points are not, in every case, clearly stated, it is possible that others were also helped by the agencies. A number mention people—not necessarily in agencies—who advised against their trying the work in which they are now successful. A number mention the desirability of counseling.

9. Other work experience:

Eighteen members of this group had no other work experience.

Nine others had other employment only as seeing persons. In one of these cases the experience probably had little relevance since it was a trucking organization and the man is now in insurance. In the other eight cases the previous experience had definite value, either being exactly in the field, or giving sales, management and public contact experience which is now very valuable. Most of these people seem to have built very directly upon their experience as seeing persons.

In ten cases previous work as a blind person clearly contributed in terms of sales or management experience to the present employment. In one case the individual not only had a rich experience in business management as a seeing person but was urged by his boss to remain after his visual loss and had several additional years within that same familiar setting to make his adjustment to visual loss before going into business for himself.

In nine cases previous work experience as a blind person would appear to have contributed only in a general way. Law, teaching, writing, public speaking, employment counseling, music and through this electronics, all may have made adjustment in the present work easier but the relationship is not clear and direct.

Since in the sales and management activities which largely make up the work of persons in this group, relating easily to people is so important, they often mention such experiences as contributing to present success. A number of them also gratefully mention previous opportunities to see just how a business is run. Any opportunity at either of these would appear likely to contribute to the success of a businessman.

10. Time to to attain proficiency:

In this group where so many are either self-employed or are now at levels reached only on the basis of experience and usually through promotions, it is quite difficult to determine the length of time to attain proficiency in the present jobs. For the self-employed this might be indicated by statements of financial status but we do not have this part

history in any detail and would not regard it as suitable to ask for it. For those who have been promoted to their present responsible positions, it is presumed that these promotions reflected competency in previous work, of course.

Where it seemed at all appropriate to ask this question we got answers which varied from two months (in the case of an individual whose father has been in the same business and who really started learning it as a child) to ten years (when the individual got his own office). About half felt that within two years they were pretty secure and accepted, most of the remainder said three to five years. The chief suggestions for shortening this time were in the direction of more and better organized formal training. As will be noted under the discussion of education, a number of these people came into their work with little relevant formal training, often going to school at night at the same time they were working. This was especially true in the sales areas and this of course reduced the time and energy they had for the job.

11. Field work, licensing:

The only members of the group who speak in terms of formal field work or internships are the hospital director and the YMCA secretary. Informally, many of the men in selling felt that they had a training period which had many of the aspects of field work in the sense of amount of direction and supervision received. Formal trial periods were mentioned only in the few cases of Civil Service or government employment, but again, many felt that they had certainly been on trial and had had to prove that they could do their jobs before achieving status in the field, and some favor formalizing this to some extent.

All the insurance men, brokers, real estate, and securities men must have state licenses which require examinations following certain formal training. None mentioned any difficulty in the actual taking of the examinations. Again, they were inclined to feel that a well organized training program would reduce the tension if not increase the success in taking such examinations.

Those running businesses are of course subject to the local or state business license requirements but this is largely a tax, a registration for which one pays, and does not involve an examination. Anyone willing to pay for the registration obtains it. The man involved in communications also required an FCC license.

12. Education:

Four members of the group lost their vision during the college years and one of these then dropped out with only two years of college. Five others started college but did not complete it and eight had only courses

related to their fields of work, such as insurance. One long since out of that field had only chiropractic school beyond high school. Twenty-three completed college as blind people and of these six went on to master's degrees in various fields, and five to law school.

Certain individuals had training clearly related to their present work: training in hospital administration, in business administration, in insurance. However, the most striking thing about the educational history of the group is that little of it was related definitely to the work they now do although much of it had broad cultural values which undoubtedly assist them in their work. In short, few of them knew, when in college, what they would do to make a living and they were not directing their efforts toward specific vocational goals. To list their majors and minors would be a meaningless list of most of the courses offered in any college or university.

About half seem to feel no disadvantage with this rather loose program of preparation and merely recommend to those who may wish to follow in their fields that they get as much and as good an education as possible. Some emphasize college more for its social values, getting to know people and learning to live and work with them.

The other half are equally definite about recommending courses directed toward the specific vocational objective, especially business administration and economics. They are also likely to emphasize learning to speak and write well. Courses in public speaking, dramatics or radio work are specially mentioned. Where specific course work is required for admission to examinations, such as insurance, they see the value of getting this as soon as the individual can decide upon the field at all definitely. An early decision upon goal, and counseling toward that end, are recommended.

More generally, they recommend the development of good study and work habits, and emphasize the value of efficiency in braille, typing, basic English and arithmetic. There is no agreement on whether a large or small college is to be preferred and it is pretty clear that the best college is the one where the individual feels comfortable.

13. Demands of the field:

Twenty-six stress the importance of good appearance, fifteen the importance of good energy and many mention the value of good personality. Meeting people successfully is a major part of the work of all this group and several mention such points as eliminating blindisms and being neat and courteous, and also being a good listener. Self-reliance and independence are mentioned in many ways, not always using those particular words. One man felt that for the level of selling he did expensive clothes were a requirement and another comments that for his work one must have "nerves of steel."

14. *General advice:*

With regard to insurance, one man warns that it is important to go into the field determined not to sell on the basis of one's handicap even though some people will certainly suppose that to be your intention; he suggests comparing the advantages of facilities in a large agency, which will give desk space and secretarial service, with having one's own office.

In selling, persistence is important. Being different may have some advantages but only if the individual learns to be self-reliant, and does or knows something for which he can be valued by those around him. This means that mobility, efficiency in braille or some other means of communication, and an ability to communicate what you know to others in a well organized way are important. But much of the secret of success lies in the attitude of the blind person himself.

15. *Psychological portrait:*

Although one cannot expect that forty-seven persons would present a completely homogeneous pattern, the histories of this group do have a great deal in common.

They are practical people, willing to deal with today and its problems without great concern for the past. In this sense, they are the complete opposite of "neurotic." If they make mistakes, they write them off as experience, wasting little time on apologies or justifications. They are inclined to measure success in the standard terms of the business world: money and power. But they do not wish to achieve either by any but fair means. Even though making some advantage of their blindness might, by many people, not be regarded as unfair, they in general fiercely resist this.

They are decisive people, often impatient with anything which slows them down and they are irritated by their blindness chiefly when it slows the activities by which their business success is measured. They express relatively little emotion about blindness itself, do not appear to have given much thought to the hidden, half psychiatric meanings sometimes read into it. Blindness annoys them chiefly because it limits their business success.

Being decisive, they are naturally leaders, for so few people wish to make decisions that most will follow those rare individuals who do. These men are willing to take responsibility and have qualities which make others willing to give it to them. This leadership shows not only in their highly competitive desire to be good in their businesses but also in the many community and trade groups where they often hold very responsible positions. They are inherently joiners, anxious to get a group on their side and supporting their goals.

Tying in with this group activity is the fact that they like people and enjoy getting people to do things. They are persuasive and enjoy situations which demonstrate their skill in holding the attention of individuals

or groups. Even before their present work, many of them did public speaking, dramatic or radio work. Their liking for people is usually far from the softly sympathetic attitude of the social worker, however. They are closer to the politician's type of human interest than to the social worker's.

They themselves are very independent. They will use others to get a start but make a point of proving that they repaid the help and have long been on their own. Many insist upon owning their own businesses and others like selling on a commission because it is very like their own business. Often they express great satisfaction in not being supervised, even say they think they could not work in a setting involving close supervision. Freedom is very important to them.

In part because of their willingness to make decisions, in part to maintain their independence, they are likely to be opportunists, quick to see the advantage in a situation and often taking a chance to win success while other people would still be debating the question. They sense where good business lies and go after it with a determination which usually brings it home, but they are not easily discouraged even if the customer does not buy on the first call. Persistence and ingenuity in presenting their products in a new way characterize them whether the product is a tangible item, an intangible such as insurance, a service as in the YMCA, or a program in salary administration or employee relations. All of these people are salesmen, salesmen of ideas, of policies, of points of view. Like all salesmen, they have a strong competitive spirit. Although it is obvious that many of them are intellectually quite superior, as evidenced by law degrees and masters' as well as by their present work, their speech and manner is rarely academic and they do not express great concern for academic things.

An important characteristic is energy. They work long hours and to get a start often study long hours in addition. They have high standards with regard to appearance, think it important to be well adjusted, "normal," like seeing people. While they accept their blindness, it is obvious that they think of themselves as business people, not as blind people, and in general when they join organizations for the blind it is to help others, not themselves.

Section III
TABLES AND APPENDICES

<i>Professional Group</i>	<i>Number</i>	<i>Age Range</i>	<i>Average Age</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>Years in Professional Field</i>
Mathematicians	9	25-38	33.0	5	1	1	—	2	5-15
Scientists and Engineers	16	30-54	41.0	8	2	—	1	5	2-34
Members of the Legal Profession	47	25-76	45.0	27	11	6	—	3	1-48
The Clergy	9	29-64	46.0	7	—	—	1	1	2-40
Psychologists	13	28-41	33.6	8	1	1	3	—	2-10
College Teachers	32	28-63	38.5	16	5	2	4	5	1-49
Medical and Related Arts	43	28-77	50.0	24	4	2	11	2	1-40
Teachers	54	23-72	40.6	20	10	4	9	11	1-39
Home Teachers	13	31-62	42.0	7	3	—	1	2	1-27
Social Workers	34	25-60	42.0	16	6	—	7	5	1-34
Workers in Rehabilitation	46	26-65	42.6	21	4	2	5	14	2-35
Musicians and Music Teachers	24	25-78	41.4	16	1	1	5	1	2-50
Workers with the Verbal Arts	21	25-67	39.7	11	4	6	—	—	1-30
Business	47	28-82	48.9	23	11	3	8	2	3-50
Totals	408			209	63	28	55	53	

Coding of amount of vision

- A Absolute blindness—as would be inevitable from enucleation, complete retinal detachments, etc.
- B Light perception and/or projection only. Individual can identify a source of light, knows difference between day and night. Not an amount of vision which could be really helpful even in travel.
- C Travel vision—detects large objects, knows when comes to end of buildings, may see colors but definitely unable to read ink print under any circumstances.
- D Reads ink print with aid of special magnification of a type which would make continuous reading over long periods difficult if not impossible. Can make grease pencil notes and read them for himself, might do some studying or identification of materials visually. However, would use a reader or recordings for any large amount of reading.
- E Can readily use vision on the job. Would do most of own reading in college, is comfortable with ink print. May do this only with aid of special magnifier but differentiates from “D” by the ease, speed, and length of time during which he can read.

APPENDIX A

OCCUPATIONAL RESOURCE MATERIAL

Mathematics

Should Your Child Be a Mathematician 1960
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

Careers in IBM
(descriptions and qualifications of jobs dealing with computers)
International Business Machines Corporation
230 South 15th Street
Philadelphia 2, Pennsylvania

For additional information in the computer field write to:
Any company manufacturing electronic data processing machinery such as IBM

For additional information write to:
Mathematics Association of America
University of Buffalo
Buffalo 14, New York

Programmer
Occupational Abstract #246, 1961
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Mathematicians
Occupational Abstract, 1960
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Science

American Institute of Physics
385 East 45th Street
New York 17, New York

Pollack, P., Careers & Opportunities in Chemistry
E. P. Dutton & Co., Inc., 1960
300 Park Avenue
New York 10, New York

Chemist
Occupational Abstract—1959
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Engineering

Should You Be an Engineer 1957
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

IBM Engineering Opportunities
International Business Machines Corporation
230 South 15th Street
Philadelphia 2, Pennsylvania

For additional information write to:
Engineering Manpower Commission of the Engineers Joint Council
29 West 39th Street
New York 18, New York

Careers in Engineering
Canadian Occupational Monograph No. 20, 1960
The Queen's Printer
Ottawa, Canada

Engineers Career Brief 1960
Careers, Largo, Florida

Neal, H. E., Engineers, Unlimited 1960
Julian Messner, Inc.
8 West 40th Street
New York 18, New York

Law

Robinson, H. A. and Wells, R. G.—Law
Occupational Abstract No. 239 1961
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

For further information write to:
American Bar Association
1140 North Dearborn Street
Chicago 10, Illinois

Clergy

Careers in Jewish Community Service 1960
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Opportunities in Catholic Religious Vocations
Vocational Guidance Manuals, Inc.
1011 East Tremont Avenue
New York 60, New York

Opportunities in Protestant Religious Vocations
Vocational Guidance Manuals, Inc.
1011 East Tremont Avenue
New York 60, New York

For additional information write to:
National Council of Churches
297 Fourth Avenue
New York 10, New York

Synagogue Council of America
110 West 42nd Street
New York 36, New York

Psychology

Careers in Mental Health Publication #23 (Revised 1956)
Public Health Service, U. S. Dept. of Health, Education & Welfare
Superintendent of Documents, Government Printing Office
Washington 25, D. C.

Should Your Child Be a Clinical Psychologist
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

For additional information write to:
American Psychological Association
1333 16th Street, N. W.
Washington 6, D. C.

National Institute of Mental Health
U. S. Dept. of Health, Education & Welfare
Bethesda 14, Maryland

Psychology 1957 #559
B'nai B'rith Vocational Service
1640 Rhode Island Avenue N. W.
Washington 6, D. C.

College Teaching

College Teacher 1956
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

College Teaching 1957
B'nai B'rith #557
1129 Vermont Avenue, N. W.
Washington 5, D. C.

For additional information write to:
American Association of University Professors
1785 Massachusetts Avenue, N. W.
Washington 6, D. C.

U. S. Department of Health, Education & Welfare
Office of Education
Washington 25, D. C.

Medical and Related Arts

Chiropractors

National Chiropractic Association
National Building
Webster City, Iowa

B'nai B'rith Vocational Service Bureau #409
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Physical Therapy

Physical Therapist 1956
Chronicle Guidance Publications
Moravia, New York

The Physical Therapist 1956
Simmons College
300 The Fenway
Boston 15, Massachusetts

For additional information write to:
American Physical Therapy Association
1790 Broadway
New York 19, New York

Speech Therapy

Career as Speech & Hearing Therapist
R. Shosteek 1956
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Occupational Therapy

American Occupational Therapy Association
33 West 42nd Street
New York 36, New York

Occupational Abstract 1960
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Osteopathy

American Osteopathic Association
212 East Ohio Street
Chicago 11, Illinois

For further information write to:
B'nai B'rith #407
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Occupational Abstract 1961
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Teachers

Careers in Teaching
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Should Your Child Be a Teacher 1955
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

Secondary School Teacher 1958
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Elementary School Teacher 1958
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

1956 Teachers of Children Who Are Blind, Bulletin #10
Teachers of Children Who Are Partially Seeing, Bulletin #4
Office of Education, U. S. Dept. of Health, Education & Welfare
Superintendent of Documents, Government Printing Office
Washington 25, D. C.

Teachers 1956
Michigan Employment Security Commission
7310 Woodward Avenue
Detroit 2, Michigan

For further information write to:
National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Business

Real Estate

Occupational Abstract 1961
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

For further information write to:
Local Real Estate Board

Insurance

Careers in Insurance Selling
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

For additional information write to:
Insurance Society of New York
225 Broadway
New York 7, New York

Institute of Life Insurance
488 Madison Avenue
New York 22, New York

Insurance Agent 1959
Occupational Abstract
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

Stock Brokers

Stock Brokerage Business
E. M. Fowler 1955
Bellman Publishing Company
P. O. Box 172
Cambridge 38, Massachusetts

For further information write to:
The New York Stock Exchange
11 Wall Street
New York 5, New York

Sales (General)

Should You Be a Salesman 1955
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

Business Administration

Your Opportunities in Management 1954
National Association of Manufacturers
2 East 48th Street
New York 17, New York

For further information write to:
American Management Association
330 West 42nd Street
New York 18, New York

U. S. Department of Commerce
Office of Small Business
Washington 25, D. C.

Retail Business

Retail Business Proprietor 1956
Chronicle Guidance Publications
Moravia, New York

Should You Go Into Business for Yourself
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

Distribution—Responsibility & Opportunity 1961
American Vocational Journal
American Vocational Association
1010 Vermont Avenue, N. W.
Washington 5, D. C.

Social Work

Career As a Medical Social Worker 1955
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

Social Case Work #558 1957
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

For additional information write to:
American Association of Group Workers
129 East 52nd Street
New York 22, New York

Occupational Abstract
Personnel Services, Inc.
P. O. Box 306
Jaffrey, New Hampshire

American Association of Social Workers
1 Park Avenue
New York 16, New York

Rehabilitation

Careers in Service to the Handicapped 1952
National Society for Crippled Children & Adults
11 South LaSalle Street
Chicago 3, Illinois

Should Your Child Be a Rehabilitation Counselor
New York Life Insurance Company
51 Madison Avenue
New York 10, New York

For additional information write to:
U. S. Department of Health, Education & Welfare
Public Health Service
Washington 25, D. C.

Music

Professional Musicians, 1955
Michigan Employment Security Commission
7310 Woodward Avenue
Detroit 2, Michigan

Verbal Arts

Choosing a Career in Journalism 1960
American Council on Education for Journalism
Ernie Pyle Hall
Bloomington, Indiana

Newspaper Reporter

Chronicle Occupational Brief #138 1960
Chronicle Guidance Publications, Inc.
Moravia, New York

Radio Careers

Radio Announcer
Chronicle Guidance Publications
Moravia, New York

Careers for Radio Artists 1952
B'nai B'rith Vocational Service Bureau
1129 Vermont Avenue, N. W.
Washington 5, D. C.

For further information write to:
American Federation of TV & Radio Artists
15 West 44th Street
New York 18, New York

APPENDIX B

STANDARD INCOME INFORMATION

Mathematicians

Starting salaries	B.S.	\$5,400-\$6,300 (1959)
All mathematicians	median	\$9,000 (1961)

Programmers

Starting salaries	Junior	\$3,600-\$5,400
	Semi-senior	4,500- 6,500
	Senior	5,200- 8,000

Chemists

No experience	B.S. median	\$430/mo.
	M.S.	511
	Ph.D.	675
Range with no experience	B.S.	\$319-\$485/mo.
	Ph.D.	483- 725
All chemists	median	\$10,000 (1961)

Engineers

Annual salaries 1958

Beginning median	B.S.	\$6,000
	range	\$5,500-\$6,800
After 20-24 years' experience	median	\$11,000
	range	\$8,000-\$16,000

Engineers can look forward to a rapid increase in earnings as they gain experience. In general, earnings of engineers are higher in private industry than in other types of employment.

Physicists

Starting salaries	B.S.	\$5,400-\$6,300
	M.S.	6,000- 7,500
	Ph.D.	7,000-10,000
Range with various amounts of experience		\$5,400-\$20,000 plus
All physicists	median	\$10,000 (1961)

Lawyers

Average salaries regardless of length of experience (\$10,200)

Range—(minus) \$4,980—\$36,000 (plus)

Psychologists

Starting salaries	M.S.	\$4,500-\$5,500
	Ph.D.	6,000- 7,000
Range of salaries with various experience (minus) \$4,500—\$10,000 (plus)		
All psychologists	median	\$8,000 (1961)

College Teaching

Average salaries for full-time college teachers employed on a 9-month basis during the academic years 1957-1958 were:

Instructors	\$4,562
Assistant Professors	5,595
Associate Professors	6,565
Professors	8,072

Salaries for most instructors were between	\$3,600 and \$5,600
assistant professors	4,400 and 6,800
associate professors	5,000 and 8,200
professors	5,800 and 11,400

Salaries tend to be lowest in community colleges, small liberal arts colleges, and women's colleges; they are highest in state universities, technological institutes, and large privately controlled universities.

Physical Therapists

Beginners average \$3,750

Range of beginners (minus) \$3,750-\$5,985

Salaries of supervisors range from \$5,000 to \$6,000

Occupational Therapists

Range of all—\$4,000-\$10,000

Beginners average \$4,040

Physicians

According to a survey made by a private organization in 1955, the average income above business expenses of family physicians was approximately \$15,000. About one-fifth of the family physicians had net income of less than \$10,000; nearly half netted between \$10,000 and \$20,000; and one-third netted \$20,000 or more.

In general, earnings of individual physicians depend on such factors as size of community and region of the country in which the practice is located, the income level of the people cared for, and the doctor's skill and personality as well as length of experience. As a rule, physicians engaged in private practice earn more than those in salaried positions, and specialists usually earn considerably more than general practitioners.

Chiropractors

First year earnings—median—\$3,800

All over median—\$8,800

Top earners with 20-25 years' experience \$10,000-\$25,000 (plus)

Independent survey of chiropractors 1958

Teaching

Elementary schools

Beginning teachers—median—\$3,450

Teachers with various amounts of experience—median—\$4,575

Range of elementary teachers—\$2,700-\$5,579

Secondary schools

Beginning teachers—median—\$3,600

Teachers with various amounts of experience—median—\$5,110

Range of secondary teachers—\$3,400-\$6,326

Residential schools

Home Economics \$4,453 (Average)

Music 4,927

Physical Education 5,190 (Boys)

4,109 (Girls)

Nursery and Kindergarten	4,869
Vocational Training	4,709
High School	4,692
Elementary School	4,577

Sales Occupations

Insurance agents

Most insurance salesmen work on a strictly commission basis and large companies usually pay salaries for the first three years until their agents are earning a living wage from commissions.

After four or five years most insurance salesmen are earning between \$5,000 and \$10,000 and their incomes can be considerably higher than this if they are very successful.

Real Estate

Median income for full-time real estate salesmen:

Selling houses	\$4,000
Selling commercial properties	7,000

Beginners should have enough money to support themselves for a few years until they are established since salaries are based on commission.

Securities and mutual funds sales

Calls to trade groups related to this field yield no information on the income of people in these types of sales. All state that this varies very greatly with the contacts and amount of effort of the salesman and ranges from a bare living wage for many beginners to income "in five figures."

Professional and Technical Personnel

	<i>Government</i>	<i>Private</i>	<i>Average of All Agencies</i>
Social workers	\$4,060	\$3,720	\$3,960
Braille editors	—	4,000	4,000
Braille instructors	4,500	*	4,000
Librarian	4,200	*	4,200
Vocational counselor	4,330	5,040	4,380
Placement workers	4,570	—	4,570
Orientors	4,730	*	4,720
Average	4,300	3,730	4,200
Home teachers	3,340	2,750	3,120
Recreation workers	—	3,240	3,240
Workshop supervisory personnel	3,780	3,600	3,700

Administrative Personnel Working for the Blind

Supervisors of Home Teachers	4,750	—	4,750
“ “ Vending Stands	5,100	*	5,000
“ “ Vocational Rehabilitation	5,000	*	5,000
“ “ Social Workers	5,200	5,200	5,200
“ “ Rehabilitation	5,500	—	5,500
Average	5,050	5,000	5,030

Range—\$3,000-\$8,000

* Number of persons reporting is too small to permit calculation of an average which would be representative of this particular category.

Superintendent	—	—	7,576
Principal	—	—	6,772
Directors of Agencies, workshops or special programs	6,700	5,700	6,300
Supervisors of teachers or of special education programs	6,950	—	6,950
Averages	6,700	5,700	6,300
Range—\$2,000-\$12,000			

Starting salary with an M.S. degree—median—\$4,715
Range with an M.S. degree—starting \$4,140-\$6,000
Range with experience and administrative positions—\$6,000-\$12,000
Some administrators report salaries up to \$35,000

Announcers in small stations \$60- 75/week
 medium size stations 80-110/week

Broadcasting workers: range from \$40 a week for beginning clerical workers to more than \$10,000 a year for established and highly-skilled announcers, engineers, directors and time salesmen in large stations. Employees in large stations generally earn considerably more than workers in small stations and small communities. Persons who work in network stations generally earn considerably more than workers in small stations and in small communities. Persons who work in network stations generally have the highest earnings.

Many daily newspapers have negotiated contracts with the American Newspaper Guild which sets minimum wages based on experience and provides for annual salary increases. In 1959, the minimum starting salaries on most daily newspapers with Guild contracts ranged from \$55 to \$75 a week for reporters without any previous experience. On a few small dailies, the minimum starting salaries were less than \$50 a week; on the other hand, about the same number of large dailies paid beginning reporters \$83 or more a week. Young people starting as copy boys earn less than new reporters. Minimum rates for reporters with some experience (usually 4-6 years) ranged from \$106 to \$140 a week in early 1959, on most dailies organized by the Guild. Contract minimums on a few small dailies were less than \$100 a week; on a few large dailies they were more than \$150 a week.

Occupational Outlook Handbook, 1959 Edition, U. S. Dept. of Labor
Scientific Manpower Bulletin, July 1961, National Science Foundation
Salary Survey, 1960-61, American Association of Instructors of the Blind
Professional and Technical Workers for the Blind: How Much Are They Paid? American Foundation for the Blind, 1958

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DATE DUE	BORROWER'S NAME

